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ABSTRACT

The programs described in this resource guide provide excellent examples of the benefits that can accrue from the use of Federal funds from Chapter 1 and Chapter 2. Districts can share ideas and strategies as they work toward the goals described in this guide, which grew out of the Kentucky Educational Reform Act (KERA). Program descriptions are provided for Chapter 1 initiatives in 6 county districts, 26 schools in 11 counties or independent districts, and 5 schoolwide programs. Thirteen successful Chapter 2 programs are described. Each program description includes: (1) district and contact person, (2) program type, (3) areas addressed, (4) grade levels served, (5) number of students served, and (6) KERA initiatives addressed. Each description also includes a statement of purpose and a summary narrative of program progress. (SLD)

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Foreword

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FOREWORD

This first edition of the Resource Book of Successful Programs in Chapter 1 and 2 originated from the Kentucky Department of Education's Strategic Plan. Specifically, the Division of Program Resources stated in its action plan that the Chapter 1 and 2 Programs Branch would provide to LEAs a resource about identified successful Chapter 1 and 2 KERA partnership programs in Kentucky.

The successful programs described in this resource book are intended to stimulate thinking about ways to continuously improve Chapter 1 and 2 programs in Kentucky. To assist you in locating information, a table of contents and an index that provides cross reference assistance are provided.

The contact person listed for each program has agreed to be listed and is willing to provide additional information. In some cases, training and technical assistance from the district are also available.

Chapter 1 and 2 Programs Branch
Division of Program Resources
Kentucky Department of Education
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Frankfort, Kentucky 40601
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KENTUCKY DEPARTMENT OF EDUCATION
CAPITAL PLAZA TOWER • 500 MERO STREET • FRANKFORT, KENTUCKY 40601
Thomas C. Boysen, Commissioner

April 25, 1994

Dear Chapter 1 and Chapter 2 Coordinators:

Federal funds provide tremendous support for educational programs in Kentucky by supplementing state and local funds to increase services to children. The coordination of federal funds with Kentucky Education Reform Act initiatives creates an effective combination which enables our children to reach new levels of excellence.

The programs described in "Supporting the Total Child: A Resource Book of Successful Chapter 1 and Chapter 2 Programs," provide excellent examples of the benefits that can accrue to the children they serve. The individuals, schools, and school districts involved in these programs are to be commended for their creative efforts.

Please review the programs in this book to identify any ideas, techniques, activities, or strategies which might be adaptable to needs in your district. Feel free to call on the services of the Chapter 1 and Chapter 2 staff in the Department if you need any assistance.

Sincerely,

Thomas C. Boysen, Commissioner
Kentucky Department of Education

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KENTUCKY DEPARTMENT OF EDUCATION
CAPITAL PLAZA TOWER • 500 MERO STREET • FRANKFORT, KENTUCKY 40601
Thomas C. Boysen, Commissioner

April 25, 1994

Dear Chapter 1 and 2 Coordinators:

This Resource Book of Successful Chapter 1 and Chapter 2 programs has been developed to allow districts to share the many exemplary programs being conducted across the state. As stated by our partner in producing this Kentucky Department of Education publication, the Kentucky Academy for School Executives (KASE), the purpose of the resource book is to communicate success stories in a way that enables others to reflect on the benefits of use of a similar approach to meeting KERA goals for schools and students.

In addition to the KDE Chapter 1 and 2 Programs Branch staff (consultants: Kate McAnelly, Diane Price, Ava Taylor, Robert Simpson and Ross Payton; administrative specialists and secretaries: Faye Johnson, Angie McCoy, Ruth Salyer, and Catherine Wright), I wish to also express my deepest gratitude for their tremendous time and effort to the following individuals:

KASE

Betty Lindsey, Director
Tom Shearer, Program Manager

Chapter 1 Selection Committee

Barbara Watson, Jefferson County
Debbie Phelps, Jefferson County
Dale Brown, Carroll County
Nancy Hazle, Larue County
Terry Skinner, Whitley County
Dale Duvall, Elliott County
Nick Marsh, Covington Independent
Russell Weatherwax, Christian County

Chapter 2 Selection Committee

Ken Draut, Henry County
Jenny Jacob, Boyle County
Marietta McBride, Madison County
Terry Skinner, Whitley County
Sarah Noe Davis, Christian County
Ernest Thro, Hardin County

These individuals met twice to establish criteria for successful programs and to select successful programs in Chapter 1 and 2. The overwhelming response from districts with 58 applications for Chapter 1 and 15 applications for Chapter 2 was a significant challenge for these individuals.

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The product is complete and, I feel is one we should all be proud of for the benefit of the children in the Commonwealth of Kentucky.

Sincerely,

Ivan S. Bennett, Manager
Chapter 1 and 2 Programs Branch
Division of Program Resources

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Successful Chapter 1 Programs

Chapter 1 Program Information

District Carroll County

District Contact Person

Name Dale Brown

Address P.O. Box 90, Carrollton, Kentucky 41008

Telephone Number 502/732-7070

Type Program

- ■ Districtwide
- □ Classroom
  - School
  - Principal
  - Teacher(s)
  - □ In-Class □ Pull-out □ Both
- □ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- □ Reading □ Math □ Language Arts
- ■ Parent Involvement □ Other (specify)

Grade Level(s) Served

- □ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- □ Fewer than 100 ■ 100 - 499 □ 500 - 1000
- □ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- □ Preschool Programs ■ School-Based Decision Making
- ■ Technology □ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Carroll County Schools

It is our belief that the success of KERA depends greatly on the parental involvement program. Activities for the Chapter 1 and total parent involvement program include:

* Back to School Family Picnics held at each school (Sponsored by the Carroll County Business/Industry/Education Partnership)
* Employment of a part time Parent Involvement Coordinator with Chapter 1 funds
* Collaboration with other agencies serving Chapter 1 students (Family & Youth Service Centers, Migrant Education, Head Start & Social Services)
* The Chapter 1 program has designated a parent contact day for the staff after each 20 day block of instruction (visitation, phone calls, etc.)
* Scheduling training sessions for Chapter 1 staff and parents
* Providing written materials and activities for parents to use in working with their child
* Progress reports for Chapter 1 students
* District newsletters mailed to all residents of the county (Sponsored by the Carroll County Business/Industry/Education Partnership)
* Family Math & Science nights at Carroll County Middle School

Collaborative instruction is an important component of our Chapter 1 program. The teachers work closely with the Chapter 1 staff to plan and implement a program that meets the individual needs of the students. Through the use of this model, the students take a more active role in the activities of the classroom.

Primary Program - A primary blend is currently used with the students in P1 - P4. The parent involvement coordinator and instructional assistants work closely with the staff on a daily basis to meet the needs of each student identified for services. This delivery model encourages the involvement of everyone to ensure student success.

Technology - The Chapter 1 program utilizes computer technology at all instructional levels.

School Based Decision Making - All schools (P-12) are encouraged to take an active role in the development and implementation of Chapter 1 programming. The councils are supportive of the delivery models utilized in the Chapter 1 program.

Extended School Services - All Chapter 1 students are encouraged to participate in the services offered. The after school program operates on Tuesday and Thursday with transportation provided.

Family Resource and Youth Service Center - Chapter 1 information is provided to students and parents through the FRYSC program.

Chapter 1 Program Information

District Harlan County

District Contact Person

Name Bobby G. Carr

Address 102 Ball Park Road, Harlan, Kentucky 40831

Telephone Number 606/573-4330

Type Program

- ■ Districtwide
- □ Classroom
  - School
  - Principal
  - Teacher(s)
  - □ In-Class □ Pull-out □ Both
- □ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math □ Language Arts
- ■ Parent Involvement ■ Other (specify) *Primary Blend*

Grade Level(s) Served

- □ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 ■ Grades 9 - 12 *(9 - 10 Only)*

Number Students Served

- □ Fewer than 100 □ 100 - 499 □ 500 - 1000
- ■ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- □ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Harlan County Schools

The Harlan County Chapter 1 program serves 1,631 students out of 6,400 in the system. Each of the 15 schools has a Chapter 1 program. One private school is also served. The staff consists of 41 teachers, a coordinator, supervisor, parent liaison, bookkeeper and secretary.

The following instructional areas are addressed:

1) Primary (blend of reading, math and language arts)
2) Reading (4-10)
3) Math (4-8)

The parent involvement program is strong and exciting. As a result of parent and teacher survey studies, educational packages, booklets, Chapter 1 newsletters and county-wide journals have been given to teachers and Chapter 1 parents. Last year three hundred parents participated in meetings. The program is relevant to the needs of Chapter 1 children and their parents. Booklets, videos and materials concerning the Chapter 1 program and parent involvement program are available at Family Resource and Youth Service Centers.

In order to align KERA with what is taught and learned, the school/district curriculum is the focus of the established educational objectives for Chapter 1. The Chapter 1 program's promotion of KERA goals is reflected in evaluation instruments, teacher planning and teaching strategies. The Chapter 1 teacher coordinates his/her planning with the regular school program. This supplemental instruction helps the students to progress in the regular classroom.

The primary blend method is used in our primary grades. The instruction is a "blend" of developmentally appropriate reading, math and language arts. Skills in these areas are blended into the theme rather than teaching these areas as separate subjects. Chapter 1 goals/desired outcomes reflect those outcomes of KERA.

The Harlan County Chapter 1 program has been using computers for six years. There are 294 computers and 36 printers placed throughout the system according to need. Each Chapter 1 student has access to the computers and software. This technology is helping to achieve the goals and outcomes of KERA. Chapter 1 students participating in the extended school services have the opportunity to use Chapter 1 equipment and materials.

Chapter 1 supports KERA in school based decision making. Chapter 1 respects the councils and their right to input in the design and implementation of the school's Chapter 1 program as long as it is within guidelines. All Chapter 1 personnel are encouraged to communicate, cooperate and work closely with school based decision making for a more effective total school program.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ■ Districtwide
- □ Classroom
  - School
  - Principal
  - Teacher(s)
  - □ In-Class □ Pull-out □ Both
- □ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- □ Reading □ Math ■ Language Arts
- ■ Parent Involvement ■ Other (specify) *Innovative Project*

Grade Level(s) Served

- ■ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- □ Fewer than 100 ■ 100 - 499 □ 500 - 1000
- □ More than 1000

KERA Initiative(s) Addressed

- □ Extended School Services □ Primary School
- □ Preschool Programs □ School-Based Decision Making
- □ Technology ■ 7 Capacities and/or 6 Goals
- □ Family Resource and Youth Service Centers

Jefferson County Public Schools

The project is designed to link community and private sector resources to provide year-round educational support to Louisville area homeless families. It evolved through a cooperative planning effort among JCPS Homeless Education, Chapter 1 and 2, pupil personnel staff, homeless families, teachers, shelter providers, and other agencies and organizations.

All families in the shelters were deemed to have needs in areas of educational support and parenting skills. After conducting the Chapter 1 needs assessment, it was found that all children would not be eligible for Chapter 1 services. The program designed to meet the needs of the eligible Chapter 1 children is as follows:

Tutors provide children (3-18 years) with weekly supplemental educational support, year round. Academic focus is language arts.

Weekly parenting sessions (Thursday evenings) address needs identified by shelter parents. This year, 94% of the weekly speakers were sponsored by area businesses/ organizations at no cost to network.

Staff development addresses the need to sensitize district staff to the homeless population.

Side by Side provides opportunities for parent/child interacion, family-centered educational opportunities, and socializing with others outside the shelter arena.

Each component of the project has a foundation of the Seven Capacities and Student Goals identified in the Kentucky Education Reform Act (KERA). The greatest emphasis is placed on the development of strong communication skills in speaking, listening, writing and interpreting.

Tutors maintain written observations on Chapter 1 students; portfolios are kept on each student. Progress is measured in small, observable steps in a positive direction towards meeting individual goals.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ■ Districtwide
- □ Classroom
  - School
  - Principal
  - Teacher(s)
    - □ In-Class □ Pull-out □ Both
- □ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- □ Reading □ Math □ Language Arts
- □ Parent Involvement ■ Other (specify) *Neglected/Delinquent*

Grade Level(s) Served

- □ Preschool □ Primary
- □ Grades 4 - 5 ■ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- □ Fewer than 100 ■ 100 - 499 □ 500 - 1000
- □ More than 1000

KERA Initiative(s) Addressed

- □ Extended School Services □ Primary School
- □ Preschool Programs □ School-Based Decision Making
- □ Technology □ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Jefferson County Public Schools

The Chapter 1 Basic Skills Component provides an individualized/small group support to students in public and private institutions for neglected or delinquent youth. Each site functions in a unique environment to support troubled youth and provide educational and social growth. The Chapter 1 Basic Skills teachers individualize instruction in collaboration with the educational coordinator at each site. Basic goals and strategies from KERA are used to present information to students through real-life application and higher-order thinking techniques. Students benefit from this integrated approach because the learning strategies help them to become successful in their school experience and everyday life.

The Chapter 1 N or D Basic Skills program has undergone many changes in communication to ensure support to each N or D site. A strong working relationship has been developed between the Chapter 1 N or D Office and each N or D administrator. This link has provided valuable input to the individual needs of each site. Collaboration between Chapter 1 staff and site staff has provided additional insight into the needs of each student and a reduction of discipline problems. The program now addresses the student and creates a plan to foster success in the regular school program and at the N or D site.

The Chapter 1 Basic Skills also provides an 8-week summer program to maintain continuity and support students during the summer months. This program incorporates community resources and encourages students to become involved with the world around them. The theme used for the Summer of 1993 was "Harmony in the Environment" and utilized local resources such as the Louisville Zoo, Museum of Natural History and Science, and the Louisville Nature Center.

One area of growth that is being researched is the addition of technological support to each site. Several computer packages are being studied to include support across content areas and encourage critical thinking and higher order thinking skills into usable strategies for each student. The programs being researched include facets which would allow each student to progress at a pace designed for individual needs. This may provide an invaluable addition to each student currently being served.

Chapter 1 Program Information

District McLean County

District Contact Person

Name Galena Fulkerson

Address 283 Main Street, Calhoun, Kentucky 42327

Telephone Number 502/273-5257

Type Program

- ■ Districtwide
- □ Classroom
  - School
  - Principal
  - Teacher(s)
    - □ In-Class □ Pull-out □ Both
- □ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- □ Reading □ Math □ Language Arts
- ■ Parent Involvement □ Other (specify)

Grade Level(s) Served

- □ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 □ Grades 9 - 12

Number Students Served

- □ Fewer than 100 ■ 100 - 499 □ 500 - 1000
- □ More than 1000

KERA Initiative(s) Addressed

- □ Extended School Services □ Primary School
- □ Preschool Programs □ School-Based Decision Making
- □ Technology ■ 7 Capacities and/or 6 Goals
- □ Family Resource and Youth Service Centers

McLean County Schools

Parent involvement that emphasizes parents accepting a more active role is essential to Chapter 1 programs. Parent newsletters and calendars are sent home each month.

In September, the coordinator met individually with each school's parent committee. In this meeting desired outcomes and other components of the Chapter 1 program were discussed. The committee decided that parents and Chapter 1 staff would meet to work on student activities every other month. Activity calendars were sent home and returned each month.

In November, "Snow Packets" used during Christmas vacation and/or bad weather were developed.

During January Chapter 1 parents, staff and students met to make books that were taken home and shared. Backpacks helped students carry books and tapes home. Students responded to their books by writing with their parents. The written articles were returned to school and placed on a bulletin board entitled "Readers/Writers of the Week."

Commercial and teacher made videos on study skills were sent home for parents to view techniques to use when helping their students study.

A districtwide show-and-tell meeting was held in March. Parents discussed and evaluated the Chapter 1 Parent Involvement Activities.

During May, parents and staff prepare summer packets for students.

The goal is to increase parent involvement by 85% over the next two years.

This program encourages communication skills, becoming a self sufficient individual, becoming a responsible member of a family, and integrating experiences through writing skills.

When families work together toward enhancing their children's education parents become advocates toward education and their children tend to stay in school.

A strong parent involvement component was initiated during the summer of 1992-93. At the end of the 1992-93 school year each school had met the outcomes and components of the Chapter 1 program thus showing the impact of parent involvement.

Chapter 1 Program Information

District Nelson County

District Contact Person

Name Joan Peterson & Karen Johnson

Address P.O. Box 2277, Bardstown, Kentucky 40004

Telephone Number 502/349-7000

Type Program

- ■ Districtwide
- □ Classroom
  - School
  - Principal
  - Teacher(s)
  - □ In-Class □ Pull-out □ Both
- □ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- □ Reading □ Math ■ Language Arts
- ■ Parent Involvement □ Other (specify)

Grade Level(s) Served

- □ Preschool ■ Primary
- ■ Grades 4 - 5 □ Grades 6 - 8 □ Grades 9 - 12

Number Students Served

- □ Fewer than 100 ■ 100 - 499 □ 500 - 1000
- □ More than 1000

KERA Initiative(s) Addressed

- □ Extended School Services ■ Primary School
- □ Preschool Programs □ School-Based Decision Making
- □ Technology □ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Nelson County Schools

The Chapter 1 program in Nelson County is a districtwide program that serves levels from primary through 6th grade in 8 schools. Primary grades are served through the use of the primary blend component while intermediate grades are served with emphasis on the reading and language arts components. The collaborative teaching model is used districtwide. Emphasis is placed upon the idea that the members of the Chapter 1 staff are an important part of the teaching team and provide special insight into the instructional needs of the Chapter 1 identified students.

The Chapter 1 Program in Nelson County supports the goals and objectives of the Primary School. When number and need warrants, one Chapter 1 staffperson is placed on each Primary team. This staffperson works closely with the team in planning themes, literature units and other instructional activities, making sure that the instructional needs of the Chapter 1 identified students are met. Chapter 1 supplemental instruction is coordinated with classroom instruction. An attempt is made to enable Chapter 1 teachers to attend training in strategies used in the Primary classrooms. The Chapter 1 Parent Educator also planned and helped to provide an information and question and answer session on the Primary School for parents.

Our Chapter 1 program also works closely with the Family Resource and Youth Service Center in Nelson County. The Parent Educator is located in the same building as the Resource Center Director and they work closely together in providing Chapter 1 parent activities and resources. The Chapter 1 Parent-Teacher Resource Center is the site of a parent lending library. Chapter 1 and the Family Resource Center have co-sponsored various Chapter 1 parent involvement activities such as: Bedtime Story Night; and the Books and Beyond Reading Incentive Program for parents and children. A Reading Workshop and a Make-It-Take-It Workshop at which Chapter 1 parents made games and educational materials for use in the summer months were also co-sponsored by the Family Resource and the Chapter 1 programs.

Chapter 1 Program Information

District Casey County

District Contact Person

Name Janet Emerson

Address Route 1, Box 21, Liberty, Kentucky 42539

Telephone Number 606/787-6771

Type Program

- ☐ Districtwide
- ■ Classroom
  - School Liberty Elementary School
  - Principal Dale Wilson
  - Teacher(s) Marcenia Brown, Mary Overstreet, Beverly King, Cindy Stanford, Margaret Rose Weddle
  - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ■ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Liberty Elementary School

At Liberty Elementary the Chapter 1 program utilizes a combination of in-class instruction and computer technology lab. The computer lab contains 22 student stations monitored by a master station. Programs range from levels K-6 for reading and math for Chapter 1 students.

A main focus for Chapter 1 primary students in the lab is an enriched Language Arts program including writing, vocabulary, and comprehension. Placement tests are administered in both reading and math to assure proper skills leveling. This allows students individual movement in a sequential format while supplementing classroom instruction.

Supplementary computer programs include literature based writing, keyboarding, earth and life science, reference and research. Student progress is monitored by computer print-outs, where success and progress is shared with students and parents.

In-class instruction for Language Arts entails a variety of essential activities. These include reinforcement of basic skills such as word analysis, the writing portfolio with an emphasis on writing portfolio entries, individual and class books, comprehensive story frames, and open response activities. Math instruction reinforces classroom skills, with a focus on math portfolios, open-ended responses, and performance events. A variety of mathematical tools such as calculators and manipulatives are employed.

Our program incorporates instruction focusing on KERA goals which educates the whole child. Liberty Elementary incorporates their computer lab and in-class instruction with a focus on KERA goals, to create a learning environment that will enhance a maximum learning experience for all Chapter 1 students.

Our reading and math goals are geared to help enable each child to become a self-sufficient individual contributing responsibility to our changing society. Skills taught will provide the necessary tools to enable students to solve problems they will encounter in the classroom and in life.

Students are challenged to their highest possible level, while maintaining an atmosphere which will foster a positive self-worth attitude.

Our goal is to educate the whole child. This will enable him/her to be a significant member of society while maintaining an inner feeling of success.

Parent Involvement Workshops are held monthly at Liberty Elementary for parents of districtwide Chapter 1 students. These meetings are in addition to a school-level meeting held in the fall when parents are invited to visit and observe the Chapter 1 program activities, and to be informed of the desired outcomes, program instructional objectives, etc. Parents are contacted monthly through a newsletter which provides practical ideas for parents to help their children. Tips for helping with homework, motivation, building self-esteem, and values for responsible living are examples of topics covered in newsletters.

Chapter 1 Program Information

District Casey County

District Contact Person

Name Janet Emerson

Address Route 1, Box 21, Liberty, Kentucky 42539

Telephone Number 606/787-6771

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Casey County Middle School
  - Principal: Glenda Myers
  - Teacher(s): Terry Price Ada Weddle
  - ☐ In-Class ■ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ☐ Math ☐ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 *(7 - 8)* ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Casey County Middle School

The Chapter 1 program at Casey County Middle School tries to expose educationally deprived students to many different types of reading materials to be used in many different ways. Textbooks, trade books, newspapers, magazines, encyclopedias, and computers are used to vary reading. One class period each week is spent choosing and reading a book of the student's choice. The book is presented orally when the book is finished. This time spent in sustained silent reading is a vital part of the program. Writing is emphasized by using the writing process in responding to stories and plays read in class. Comprehension is improved by the use of think-alouds, class discussion, and story frames that include the setting, main characters, problem resolution, and ending. Technology is an important part of the program and is very motivational to the students. The programs include reading and thinking skills as well as word processing for stories created by the students. Students are provided with opportunities to answer open response questions based on the material they are reading. Whenever possible the students work in groups to determine the solutions to the problems they are solving. The Chapter 1 staff assist the students with projects they are working on in their regular reading program and try to help them be successful in the regular reading class. In all, the Chapter 1 students are provided with as many supplemental reading experiences as possible in the time allocated to Chapter 1.

We have aligned our Chapter 1 program with the goals of KERA in several ways. The students have to use basic communication skills to read a variety of materials and respond to them through speaking and writing. By working in groups the students learn to become responsible group members while fulfilling their personal responsibilities as a self sufficient individual. They are asked to solve problems presented through reading materials that teach them to think and respond to problems that are like those that are encountered in real life. The use of computers in the Chapter 1 program provides the students with new information through technology and gives them opportunity to incorporate all of their knowledge to solve a problem or answer a question.

Chapter 1 Program Information

District Christian County

District Contact Person

Name Russell D. Weatherwax

Address P.O. Box 609, Hopkinsville, Kentucky 42241

Telephone Number 502/887-1313

Type Program

- ☐ Districtwide
- ■ Classroom
  - School Millbrooke Elementary School
  - Principal John Pyle
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Millbrooke Elementary School

Millbrooke's Chapter 1 program is built around collaboration with its teachers. Our personnel consists of one certified teacher who works with educationally deprived primary students and Chapter 1 fourth graders on supplemental activities in support of writing portfolios, math portfolios, performance tasks, and conferencing with students individually; one instructional assistant who works with identified primary and fifth grade students under the direction of classroom teachers; and two computer lab attendants who work with all teachers utilizing the computers in such a way as the learning management system, the word processor, and electronic encyclopedia, and other teacher projects in order for Chapter 1 students to be successful in the regular program.

Extended School Services are offered to fourth and fifth graders to help students improve writing. The Chapter 1 teacher helps make a direct connection between writing portfolios in the classroom and the after school services.

Parents are an integral part of the program. They do volunteer work in the computer lab, in the library, with small groups of children, and in preparing classroom materials.

The program is tied to KERA in several ways. Communication for learning and demonstrating knowledge across the curriculum is the basis for the program. The students are taught the use of electronic encyclopedias, how to read for information, organize information, and communicate to a variety of audiences. Speaking is emphasized by sharing their thoughts and written communication. Through conferences becoming a self sufficient individual is stressed by praising their accomplishments as they improve and gain confidence in their own abilities. Students accept recommendations for self improvement as they attempt tasks with confidence. Self assessment and reflection are built into the individual conferences. Cooperative learning is encouraged so they will acknowledge the need to help and be helped by others. Each time they write they are connecting and integrating experiences from their own life with new information, developing solutions to problems, and creating different responses to various situations. Many students choose to use the word processor in their writing, whether working on a research project or developing a creative story in book format. Communication is the key.

Chapter 1 Program Information

District Christian County

District Contact Person

Name Russell D. Weatherwax

Address P.O. Box 609, Hopkinsville, Kentucky 42241

Telephone Number 502/887-1313

Type Program

- ☐ Districtwide
- ■ Classroom
  - School Hopkinsville Middle School
  - Principal Linda Ledford
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ☐ 100 - 499 ■ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Hopkinsville Middle School

Hopkinsville Middle School's Chapter 1 program is built around teamwork across the curriculum, parent involvement, and student focus for success. Administrative leadership has provided the atmosphere for active learning. The Chapter 1 staff generally consist of five teachers, one guidance counselor, one instruction assistant, and part-time social worker and nurse.

The instructional focus was in the area of reading and mathematics. The desired outcomes in both areas were shared and monitored with classroom staff and parents on a regular basis. Each Chapter 1 teacher was a member of a team cluster. The team met monthly to review the desired outcomes to student's learning styles and instructional strategies. The instructional model was primarily an inclusion program, but for a few students a pull-out setting was used. The desired outcomes became a part of all disciplines from art to library services. Each team cluster met with the parents during the year on a quarterly basis. Reading Styles Inventory, instructional supplies, and A-V materials for Chapter 1 students were all purchased as a team with focus on the desired outcomes.

Hopkinsville Middle School has blended the learning goals of KERA and the goals of Chapter 1 into one unit. The team clusters, using the advisor/advisee program, stress that each individual can be a self sufficient and productive citizen. Cooperative learning is a key to the operation and function of Hopkinsville Middle School as applies to students, parents, and teachers. Communication skills are emphasized and students are using these skills with students across the United States by the means of technology and mail. The computer has built confidence and improved the students' communication skills.

Accelerated reading and computer assisted instruction are an integral part of the instructional model with emphasis on self-esteem to build the student's self-interest.

Guidance, social, and nursing services targeted the educationally deprived students and parents who needed an uplift or redirection in a positive manner. The guidance counselor was a vital team player to the success of the project and the school. Students needing academic support were referred to Extended School Services and followed up with parent contacts.

Chapter 1 Program Information

District Covington Independent

District Contact Person

Name Dr. Susan Cook

Address 25 East Seventh Street, Covington, Kentucky 41011

Telephone Number 606/292-5848

Type Program

- ☐ Districtwide
- ■ Classroom
  - School Holmes Junior High School
  - Principal Mr. Richard Poe
  - Teacher(s) Beverly Paeth Assistant, Jennifer Turner
  - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ☐ Math ■ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Holmes Junior High School

KTWP (Kentucky Telecommunications Writing Program) unites two important strands of educational reform in Kentucky: writing and technology. Working in cooperation with Teachers & Writers Collaborative of New York through a grant from the Bingham Trust, five schools from across the state form an on-line community of writers connected by telecommunications and fax machines.

Holmes Junior High School in Covington, one of the five schools involved in the KTWP, and the only Chapter 1 project in the KTWP network also stresses reading as the primary element in its writing program. Five, 55 minute classes serve approximately 45 eighth grade students. Classes are offered in addition to their regular language arts classes and class size is limited to ensure a low teacher-student ratio. Students are eligible to attend if they score in the greatest need category on a teacher-developed reading/language arts performance-based skills checklist. The student-centered classroom is designed as a reading/writing workshop based on the model in Nancy Atwell's book In the Middle.

Each school day students are actively involved in reading and writing in the computer lab. Students post poetry, autobiographical sketches, short stories, and essays on the KTWP network for others to read and respond.

Throughout the year, while working on KERA Learner Outcomes/Desired Outcomes, students see the direct and indirect impact of reading on their writing. They experience success by observing improvements in their writing portfolios--an important initiative under KERA. They also find confidence by seeing that the more they read and write the better they become at a variety of skills and that these skills can be readily applied to real life situations.

Such awareness and skill development are also promoted through the completion of several community related special projects. In cooperation with Habitat for Humanity, students assisted with the construction of a home and documented the process through writing. They wrote and produced pro-literacy commercials for the local television station, children's books for the community and published a newsletter for parents. In addition, students wrote letters to authors and community leaders and developed, conducted and published surveys concerning reading habits of the school and community.

The program was evaluated with: 1) a comprehension skills checklist; 2) a writing checklist (modified from the KERA Holistic Scoring Guide; and 3) a reading strategy questionnaire. At year's end, the Chapter 1 classes met their Desired Outcome goals and they also out-performed their non-Chapter 1 peers on the reading portion of the new state performance-based assessment instrument.

Chapter 1 Program Information

District Covington Independent

District Contact Person

Name Dr. Susan Cook

Address 25 East Seventh Street, Covington, Kentucky 41011

Telephone Number 606/292-5848

Type Program

- ☐ Districtwide
- ■ Classroom
  - School Ninth District School
  - Principal Gordon MacIntosh
  - Teacher(s) Assistants: Mary Ann Keating Tracey Strange
  - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ☐ Math ■ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ☐ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ■ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Ninth District Elementary School

In 1992-93, the Chapter 1 program added a new element to its reading/language arts program at Ninth District Elementary School. The H.O.S.T.S. program (Help One Student to Succeed) uses volunteers from the community for one-on-one tutoring. Eighty-one primary level students come to the H.O.S.T.S. classroom four days a week for 30 minutes. They work with the same volunteer each time. This activity is in addition to the supplemental instruction provided by Chapter 1 teachers.

Each child is given a test to diagnose their specific reading/language arts deficiency (listening, speaking, reading, thinking, writing). Based on the results of the test, Chapter 1 and regular classroom teachers develop an individual student lesson plan that includes prescriptive activities. Students work on the activities in an attempt to meet objectives they haven't mastered in their regular classrooms. A student profile sheet charts their weekly progress. Chapter 1 Desired Outcomes are written to match classroom objectives and KERA initiatives.

A strong area-wide volunteer recruitment program includes the enrollment of business and corporate mentors, retired citizens, teachers and parents and grandparents as mentors. Some of the current volunteers come from a local company that started a work release program that allows employees to participate in our program. Others are high school students who serve as mentors to our students once a week. This use of peer and cross age mentor/tutors enriches instruction at Ninth District by facilitating social and academic gains in the mentor/tutors as well as the Chapter 1 students. This experience provides students with a feeling of importance regarding themselves and their reading.

Promoting public relations activities and media coverage are also important elements of the H.O.S.T.S. program as are in-service and training sessions for mentors, teachers and assistants.

Measuring substantial progress toward meeting Desired Outcomes was the primary method of evaluating the program. The pre/post teacher-made instruments consisted of: 1) a reading comprehension checklist; 2) a writing skill checklist; and 3) a listening skills questionnaire.

Chapter 1 Program Information

District Covington Independent

District Contact Person

Name Dr. Susan Cook

Address 25 East Seventh Street, Covington, Kentucky 41011

Telephone Number 606/292-5848

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: James E. Biggs Early Childhood Development Center
  - Principal: Dr. Diane Roketenetz
  - Teacher(s): Beverly Richards; Assistant, Jayne Rabe
  - ■ In-Class ☐ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ■ Parent Involvement ■ Other (specify) *Readiness - 4 year old*

Grade Level(s) Served

- ■ Preschool ☐ Primary
- ☐ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ■ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

James E. Biggs Early Childhood Development Center

The four-year-old Chapter 1 program, winner of the National Recognition Program Award for Exemplary Chapter 1 programs in 1992, was designed, developed and implemented to serve 40 preschool children in a quality community based program which focuses on developmentally appropriate curriculum and comprehensive family services. These 40 preschool children were not eligible for the state 4 year-old program services because they did not qualify for the free lunch program.

Chapter 1 students with the greatest needs were chosen from the pool of those children ineligible for the state program. They are selected on the basis of a readiness skills checklist which includes data on the child's knowledge of color, shapes, numbers, categories, and fine and gross motor abilities. Chapter 1 Desired Outcomes are written to address these identified needs by linking classroom objectives and KERA preschool initiatives.

The four-year-old program is committed to serving the whole child. Support services such as health and dental programs, parent training programs, drop-in child care, utilization of Family Resource Personnel, and additional curriculum materials are available to the Chapter 1 students. Transportation for students and parents is provided. The Chapter 1 project has made a major impact on the performance of children and the lives of parents as evidenced by research data during their preschool experience and follow-up in kindergarten.

Advertisement and recruitment for the program are extensive. Twenty morning and twenty afternoon children are at the center, Monday through Thursday. Fridays are reserved for home based instruction by the teacher who models teaching activities and assigns learning materials to the parent. The ratio is 20 children to one teacher and one assistant. However, the ratio is far better than 10 to 1 due to the number of parents training to help.

This exemplary model has also received national recognition on CBS, Dan Rather, Eye on the Nation (March 1990). In December, 1992, the center became partners with EDUSTAR America, Inc., to serve as the national demonstration site for the Israeli Early Childhood Special Education Learning System program.

The Covington Preschool Skills Checklist, a combination of the Teich Test of Total Task Tenacity Protocol Sheet and the Visual Motor Integration Test, was used as a pre/post test to measure the progress made in meeting program goals.

Chapter 1 Program Information

District Covington Independent

District Contact Person

Name Dr. Susan Cook

Address 25 East Seventh Street, Covington, Kentucky 41011

Telephone Number 606/292-5848

Type Program

- ☐ Districtwide
- ■ Classroom
  - School James E. Biggs Early Childhood Development Center
  - Principal Dr. Diane Roketenetz
  - Teacher(s) Gerri Weller Debra Chin Assts. Cindy Collins Amanda Kinnaird
  - ■ In-Class ☐ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ■ Parent Involvement ■ Other (specify) *Readiness - 3 year old*

Grade Level(s) Served

- ■ Preschool ☐ Primary
- ☐ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

James E. Biggs Early Childhood Development Center

Based on the success of the Chapter 1 four-year-old project, a program was initiated for educationally deprived three-year-olds who could also benefit from early intervention. Eligibility for the program is determined by a transdisciplinary team who assesses the children in areas of language, cognition, motor development as well as parent interviews and observations. The design for this experimental effort calls for home-based visits four days a week and center-based meetings four times a month for three-year-old children and their parents.

Services provided in this program focus on four general areas: 1) language development; 2) cognitive formation; 3) fine and gross motor development; and 4) social and emotional growth. Teaching methods and materials include the High Scope curriculum, a home-based curriculum and methods designed to help children develop basic academic readiness skills and independent learner skills.

A strength of this program is found in the emphasis placed on parents and the strong central role they play in their child's education. In this capacity the program displays its belief that parents are a child's first teacher and parents need training and support to be effective in that role. The training focuses on the parent's role in emergent literacy. For example, the parents make books for their children by designing the book, making cut-outs, and writing the story. These books are taken home where they can be expanded as the child is ready.

While the program focuses on parents and their role as instructors, it also relies on parents to play an important role in its day-to-day operation. Parent volunteers assist in every area from making instructional materials, staffing the child care room to helping with lunch room activities.

The program's relationship to KERA initiatives is reflected in the shared belief that all students are capable of learning. Each Chapter 1 Desired Outcome was written to match Outcome subheadings in KERA Goal 1. Factors such as gross motor skills and language development that will help students begin school ready to learn are incorporated into the Desired Outcomes.

The Revised Brigance Diagnostic Inventory of Early Development (Birth to Seven Years) was used as a pre/post test to measure the progress made in meeting program goals.

Chapter 1 Program Information

District Floyd County

District Contact Person

Name Susan Compton, Director of Federal Programs

Address 67 West Court Street, Prestonsburg, Kentucky 41653

Telephone Number 606/886-3014 ext. 207

Type Program

- ☐ Districtwide
- ■ Classroom
  - School James D. Adams Middle School
  - Principal Janice B. Allen
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ☐ Reading ■ Math ☐ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ☐ Primary School
- ☐ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Adams Middle School

The Chapter 1 program at Adams Middle School has made many changes from the previous years of instruction. The staff has strived toward helping the students raise their self-esteem and meet their desired learner outcomes. Also the necessary steps to increase parental involvement and improve faculty involvement in the Chapter 1 program have been taken.

Three Chapter 1 teachers serve 147 students. The teachers are each assigned to a different grade level according to need. This is a very important element in making collaborative teaching a success. It is essential that the classroom teacher and Chapter 1 teacher plan together. In past years Chapter 1 students were pulled out of the regular classroom and participated in small group instruction. Monthly conferences were held with the regular classroom teachers. However, this proved to be ineffective because the classroom teachers each taught a different outcome.

At the end of the 1992-93 school year the principal and Chapter 1 teachers saw a need to more effectively teach students and plan with classroom teachers. After much consideration, the school volunteered to be a pilot program for collaboration. Working together as a team the Chapter 1 teachers and the regular classroom teachers strive to meet the KERA goals which correlate with the Desired Outcomes set by Chapter 1. For example, Chapter 1 and classroom coordinate in the use of performance tasks.

The parents' attitude toward the Chapter 1 program has improved tremendously. They were delighted to discover that their children are now receiving extra help without missing any of their other valuable subjects.

The viewpoint of our faculty toward the Chapter 1 program, has also changed considerably. They now see the Chapter 1 teachers as an integral part in their classroom.

Our Chapter 1 program has assumed the lead role in Floyd County with collaboration efforts. Staff have participated in several collaborative trainings and workshops to help the transition. Being a middle school, teachers have the opportunity to have common planning time. Collaboration has removed the stigma "special readers" from our students and improved their achievement in the classroom. The Chapter 1 program has made a drastic but necessary change to meet the needs of the students.

Chapter 1 Program Information

District Daviess County

District Contact Person

Name Doris Mills or Diane Coleman

Address P.O. Box 1510, Owensboro, Kentucky 42302-1510

Telephone Number 502/685-3161

Type Program

- ☐ Districtwide
- ■ Classroom
  - School Audubon Elementary School
  - Principal Billy Blaine
  - Teacher(s) Ann Roby
  - ☐ In-Class ☐ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ☐ Reading ☐ Math ☐ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ☐ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Audubon Elementary School

The Chapter 1 and Family Resource Center Programs held a Parent Activity Day at Audubon Elementary School for Chapter 1 parents. Thirty-one people participated in the various activities.

Parents worked through four centers in thirty minute periods. Topics were as follows: (1) the school nurse, provided various health tips for maintaining a healthy family. Parents had numerous questions and helpful discussions evolved; (2) the school guidance counselor presented ways to help children with homework and to be successful in school. Parents indicated this topic was extremely beneficial; (3) the County Extension Office provided food tips on planning and making healthy snacks for the holidays. Many of the recipes presented could involve the participation of the entire family. There were simple, economical recipes, ideas to use as gifts or for the family themselves. Getting to taste some of the recipes was also pleasing; (4) a Christmas angel magnet, a tree ornament, Christmas trees to be decorated and put on child and adult size sweatshirts were offered in the Christmas craft center. All items needed for each craft were previously cut and bagged so that each person could immediately begin constructing their selection, most people completed at least two. Even a father tried his hand at the crafts and was very successful. Everyone found the center a lot of fun as well as useful.

After working through the centers everyone convened to evaluate the activities presented. Numerous handouts provided a wealth of information to assist parents with their children's needs at home and school. Refreshments were provided throughout the activities. Activities closed with drawings for prizes consisting of sets of books and Gift Certificates. Each parent was also given a bag of goodies and a book (selected by the parent) for their child. Parents attended who had never been in the building previously. Everyone left with prizes - mental and visual - along with a warm feeling from the activities of the day.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ■ Both
- ■ Schoolwide Project
  - School Blake Elementary School
  - Principal Von F. Powell

Area(s) Addressed

- ■ Reading ■ Math ☐ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ■ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Blake Elementary School

The Chapter 1 Program at Blake Elementary utilizes instructional tutors to provide services to eligible students. After these students are selected, the tutors and teachers collaborate to determine the appropriate instructional setting for the classroom: in-class, pull-out, or a combination of both. Tutors are scheduled according to the number of Chapter 1 students identified in each classroom.

The instructional setting, the content to be reinforced, the instructional strategies and materials to be used for each student are addressed by frequent communication and joint decision making between the tutor and the teacher. The sharing of ideas, information and resources has been an effective contributor to the success of Chapter 1 at Blake.

Local school staff development was provided by the district Chapter 1 office to all instructional staff in order that the roles and responsibilities of the instructional tutors were clearly understood. Four substitute certified teachers were provided by Chapter 1 on a bi-monthly basis to allow for collaborative planning as well as on-going staff development.

The Chapter 1 tutors supplement the classroom instruction by reinforcing the concepts introduced by the teacher. An integral part of the Chapter 1 instruction is teaching students both basic and higher order thinking skills as well as applying learning strategies to real life situations.

There is individualized and small group instruction in applying strategies of critical thinking and problem solving to real life activities. Developing skills to write about the problem solving process is an important part of the instruction. Skills are practiced in the context of problem solving.

Instruction is more effective and meaningful for greatest need students due to the one-to-one tutoring. Students work at their own pace and are able to achieve success and build self-esteem since there is no competition. Positive reinforcement builds students self-image and confidence.

The instructional tutors at Blake Elementary reinforce Chapter 1 students with various activities that support the Chapter 1 Desired Outcomes. The students are exposed to a variety of genre in literature. Repeated readings of appropriate material improve comprehension skills. Coaching students through the writing process in response to their reading is an on-going activity.

The Chapter 1 students learn to understand number concepts through the use of manipulatives that give them concrete models to reinforce number concepts. The tutors encourage students to share their thinking about their problem solving that enables the student to write about the meta-cognitive strategies they used to solve the problem.

Helping students to connect their reading and math activities to their real-life experiences is a continuing practice. Students learn to integrate prior knowledge with new knowledge to develop a foundation for a paradigm of lifelong learning.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ■ Both
- ■ Schoolwide Project
  - School Maupin Elementary School
  - Principal Jan Grisby

Area(s) Addressed

- ☐ Reading ☐ Math ☐ Language Arts
- ■ Parent Involvement ■ Other (specify)
  Becoming self-sufficient individuals

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ■ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Maupin Elementary School

Parents, teachers and students at Maupin Elementary are making a synergistic effort ensuring that students experience academic success as well as personal growth. Parent involvement and collaborative teaching has always been a significant part of Chapter 1.

Students need certain basic qualities in order to succeed in today's world and be prepared for the challenges of the future. They need to be problem solvers and risk takers. They must also show ambition, be able to work cooperatively with others and have a desire to learn more. Ten abilities or behaviors that children need in order to be successful are the following:

CONFIDENCE - feeling able to do it.
MOTIVATION - wanting to do it
EFFORT - being willing to work hard
RESPONSIBILITY - doing what's right
INITIATIVE - moving into action
PERSEVERANCE - completing what you start
CARING - showing concern for others
TEAMWORK - working with others
COMMON SENSE - using good judgement
PROBLEM SOLVING - putting what you know into action

Workshops are designed to help teachers and parents teach these abilities to their children. Parents attending the workshops are given practical ideas and activities on how they can teach these ten behaviors at home. Parents are empowered as their child's most important teacher.

The program provides a curriculum for teaching these life long skills. The teaching activities can easily be incorporated throughout the curriculum and customized to the student's individual learning modality. The instructional strategies of the program include but are not limited to: cooperative learning, creative writing, literature, positive recognitions and rewards, use of computers, manipulatives and role playing.

Two primary goals of the program are:

* Students will build a positive attitude toward a lifetime of learning and
* Teachers and parents work together to build children's academic achievement and personal growth.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ■ Both
- ■ Schoolwide Project
  - School Maupin Elementary School
  - Principal Jan Grisby

Area(s) Addressed

- ■ Reading ■ Math ☐ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Maupin Elementary School

The Chapter 1 technology program at Maupin Elementary consists of certified and non-certified staff who coordinate individualized computer programming with instruction being provided by the non-Chapter 1 staff, using a networked computer system and software that includes an integrated learning system.

The hub of the Chapter 1 technology program at Maupin is the integrated learning system. There are three primary elements in the integrated learning system: assessment programs, curriculum programs, and a system for managing all information concerning the individualized programming for each student. By using this system, the role of the teacher is enhanced in two important ways. First, it provides the teacher with a diagnostic and prescriptive tool to identify what students know and need to learn. Second, it permits the teacher to function more like a coach and mentor with students. Most importantly, it is the expertise of the professional staff making educationally appropriate decisions, that has made the use of the computer as an educational tool, both a viable and successful endeavor at Maupin Elementary School.

A very important feature of the Chapter 1 Technology program at Maupin is the reporting of student progress to student, teacher, and parent. At various times during the school year, the Chapter 1 personnel print student reports that provide information concerning student progress toward learning objectives, testing results, and time on task. This information is valuable for student, parent, and teacher and provides a framework for assessment of the student's progress as well as the student's academic strengths and weaknesses. Using this information, the Chapter 1 staff is able to make educational decisions concerning levels of initial placement and quickly provide the appropriate materials necessary for the student to begin the learning process.

The courseware used in the Maupin Chapter 1 technology program contains many activities that help students with decision making skills. These activities include problem solving, graph interpretation, and critical and analytical comprehension.

To meet the individual needs of a diverse student population, the goals of the National Council of Teachers of Mathematics, and the requirements of the Kentucky Education Reform Act, the Maupin Elementary Chapter 1 technology program provides an innovative and challenging technology-rich curriculum. The courseware used at Maupin teaches higher-order and critical thinking skills at all grade levels and in all subjects with an emphasis placed on writing, reading and mathematics. All of the courseware is mastery based and students proceed through the various programs at a self-determined pace.

The individualized courseware provides students with many opportunities to process, think, and summarize information so they can apply skills in a real world situation including graphing and problem solving.

The writing courseware focuses on helping students develop skills in all aspects of the writing process. Students then apply this knowledge as they work through each activity.

Using the programming available on the integrated learning system network, diagnostic testing programs enable teacher and students to know their strengths and weaknesses. Using this information, goals are set for learning. Using this individualized approach, the students are able to perform at their own pace in a non-competitive environment and are able to be successful learners since the material presented is at an appropriate level for each student. Students are active learners while thinking and solving problems.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
  - ☐ In-Class ■ Pull-out ☐ Both
- ■ Schoolwide Project
  - School St. Clement Elementary/Most Blessed Sacrament
  - Principal Lynn Wheat, Coordinator

Area(s) Addressed

- ■ Reading ■ Math ☐ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ■ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ☐ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Most Blessed Sacrament / St. Clement Elementary

The Chapter 1 Non-Public Reading and Math Programs at Most Blessed Sacrament and St. Clement Elementaries in Louisville served 103 students during the 1992-93 year. The students received reading and math support from a Jefferson County Public School Chapter 1 Specialist. Students are provided Chapter 1 services in a mobile classroom. The teacher provides supplemental services to students from eligible attendance areas who are selected based on objective academic criteria.

The Non-Public Component functions in an unusual position because of separation of church and state. The staff is required by law to collaborate BEFORE OR AFTER THE REGULAR DAY which makes conferencing and networking about student directives and progress a challenge. However, this on-going process is supported at the local and district level with staff development on KERA strategies such as whole-language strategies, literacy development, problem-solving strategies, real-life application and integration across content areas. This sharing of information has created an outlet for networking and collaborating with the Non-Public Schools about the success of Chapter 1 students.

Parental involvement plays a key role in the Non-Public program. The Chapter 1 Parent Coordinators, Chapter 1 Non-Public Coordinator, Chapter 1 Non-Public teacher, and Parochial staff have presented information to Non-Public parents in the form of school board presentations, Chapter 1 Open-Houses, PTA and faculty meetings AFTER THE REGULAR DAY. Concurrently, the parochial schools have evening inservice training sessions for parents provided by the JCPS Chapter 1 Non-Public Staff. This has created a greater understanding of the program and a supportive foundation for student success.

The Chapter 1 Mobile Van serves students keeping in mind directives given by the regular classroom teacher and KERA learner outcomes. Some classes receive instruction in a multi-age setting. KERA guidelines are used as a basis for instruction and assessment. For the reading program, writing portfolios, reading/writing samples, retelling literature comprehension and performance assessments are used to evaluate student progress. For the math program, manipulatives, cooperative learning projects, math portfolios and performance assessments are used to evaluate student progress. KERA scoring guides and benchmark examples are incorporated into student evaluation.

The Chapter 1 Non-Public programs will continue to incorporate the goals of KERA into services provided to the Non-Public schools.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Noe Middle School
  - Principal: Ron Crutcher
  - Teacher(s): Cynthia Crocker, Judy Geralds, Gerri Hollis, Joan McGiveney, Lorene Cole
  - ■ In-Class ☐ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ☐ Math ☐ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Noe Middle School

Chapter 1 services are provided to approximately 400 educationally deprived students of the 1,005 Noe Middle School students. The four reading teachers and one reading assistant work collaboratively with the classroom teachers to provide supplemental instruction that will help Chapter 1 students succeed and become independent thinkers in society. Chapter 1 students receive additional support individually, in small groups, within the total class and team structure.

This collaboration effort between the Chapter 1 teacher and the classroom teacher provides an atmosphere to teach to the various learning styles of Chapter 1 students in the classroom. Making sure that the various learning styles are acknowledged, the Chapter 1 children are given the opportunity to learn and be successful.

The Chapter 1 teacher and classroom teachers plan together thematic units as a means to bring about reading and writing across the curriculum. Real life situations are incorporated into learning acitivities and applied to the curriculum in cooperative learning groups. These interdisciplinary units are developed using performance-based activities, open response questions and performance assessment.

The focus of the Chapter 1 reading program has been the implementation of the KERA goals. Writing is stressed on a daily basis in all content areas with emphasis on manuscripts for portfolios.

Chapter 1 reading teachers provide materials and background information allowing students and teachers to feel more comfortable about the new process.

Students are taught to use problem solving skills effectively to manage practical living situations which will enable them to become self-sufficient individuals. Students often brain-storm in cooperative groups on a variety of subjects. They build concepts based upon their prior knowledge of a subject, use research and reading materials to add to that knowledge base to make predictions about consequences for the future.

Application of core concepts and principles are acquired through the use of various media sources. Students have access to technological software, laptops, CD-ROMs, laser-disc player and computers to effectively produce multi-media projects.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Noe Middle School
  - Principal: Ron Crutcher
  - Teacher(s): Instructional Assistants: Nina Bell, David Wallace, Sandy Burnett, Evelyn Schoenbachler
  - ■ In-Class ☐ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ☐ Reading ■ Math ☐ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Noe Middle School

Four instructional assistants are scheduled within the team structure to provide support services to eligible students within the regular classroom or interdisciplinary team units.

Math instructional assistants provide extra support for eligible students by tutoring individuals or small groups, assisting cooperative learning groups or groups completing projects, preparing and assisting in the use of manipulatives, helping students acquire technological skills, and assisting in the development and implementation of performance assessment.

The four instructional assistants have been trained in using PRISM (Partnership for Reform Initiatives in Science and Math) which emphasizes the application of core concepts and principles.

Assistants report on a weekly basis to the Chapter 1 central office staff and participate in regularly scheduled staff development that emphasizes the National Council of Teachers of Mathematics standards, active-learning and performance based assessment.

Noe's math instructional assistants support KERA initiatives by assisting students with the use of technology, helping students to develop skills and to understand how these skills are used for purposes and situations encountered in life. The art of thinking and learning to apply mathematical concepts to everyday life will help students become self-sufficient individuals. The extensive use of cooperative learning activities helps students learn to effectively perform as responsible members of families, work groups, and communities.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ■ Classroom/ Team
  - School Knight Middle School
  - Principal Susan Freepartner
  - Teacher(s) Sharon Gillespie
  - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ☐ Math ☐ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Knight Middle School

The students of T.T. Knight Middle School receive reading instruction in a literature-based setting. In addition to the adopted literature book, students read plays, poems, and short stories from a variety of sources. The students are also allowed class time to read a personally selected novel. Journal entries are regularly written by the students pertaining to their chosen novel. Students respond in their journals to open-ended questions, which can cause them to relate what they are reading to real life problem solving situations. Research projects are designed around the literature pieces to enhance student understanding of the selected work. These projects are displayed and presented orally in the class.

Chapter 1 services are provided through an in-class model. The regular classroom teacher and the Chapter 1 teacher work collaboratively in the regular reading classroom. Chapter 1 tutorial services are also provided, individually or in small group settings, by teaching assistants. Classroom lessons are reinforced in such sessions. Teaching assistants often review basic reading comprehension skills with selected students who have not yet reached mastery.

Lessons are taught on a wide variety of literacy skills, which can be used to expand or compliment student writing. Such skills include foreshadowing, flashback, author's purpose and point of view, persuasive techniques, real life reading skills, etc. Students produce at least one piece of writing suitable for the portfolio each grading period. Students work cooperatively to edit each portfolio piece.

Technology has been incorporated into the reading classroom through the use of the Accelerated Reader program. With this program, students are tested on their knowledge of personally selected literature. Questioning techniques used in this program allow students to apply their knowledge of basic comprehension skills. These skills include main idea, sequence, supporting details, fact and opinion, inferencing, and drawing conclusions. Students are responsible for reading 30 minutes nightly and they are rewarded for these efforts based on their progress.

Knight Middle School and Chapter 1 strive to achieve KERA goals. The program focuses on using communication skills in real life situations, cooperative learning, performance-based assessment, problem-solving and developing writing skills.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Iroquois Middle School
  - Principal: Cheryl DeMarsh
  - Teacher(s): Instructional Assistants: Toni Melcher Shirley Wilson
  - ■ In-Class ☐ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ☐ Reading ■ Math ☐ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Iroquois Middle School

Three instructional assistants support eligible Chapter 1 students within the regular math classes at Iroquois Middle School. Details of services vary from class to class, but the overall goal is the same: helping the Chapter 1 students achieve their highest potential. Chapter 1 assistants have become an integral part of the classroom moving among identified students to provide additional explanation and encouragement, tutoring Chapter 1 students who need extra help or who have been absent, providing immediate feedback, enabling the teacher to provide extra attention, and assisting in the development and implementation of performance-based assessment, particularly using open-ended problem-solving.

Chapter 1 math assistants are involved in the staff development training sessions and projects of the High 5 program funded by the Edna McConnell Clark grant. High 5 stands for the goals of the project and the school: High Expectations, High Involvement, High Content, High Support, and High Energy. The assistants receive training with the teachers on effective teaching strategies, communication skills, understanding the emerging adolescent, and active learning. The Algebra Project, introduced through the High 5 program, involves students in the community both in exploratory field trips and community projects during which algebraic concepts are used and identified--real life application experienced. The Chapter 1 staff accompany the class on these excursions and provide additional assistance to Chapter 1 identified students.

The assistants also serve as role models and communicators with adolescents needing a caring ear, recognition of accomplishments, and supportive words.

One assistant who is also a parent of an Iroquois student is one of the school's representatives on the District Chapter 1 Advisory Council.

Iroquois, Chapter 1 and KERA support the same goals: helping students to learn and apply mathematics concepts to life, to think and solve problems, to connect and integrate experiences and knowledge, to use a variety of media in acquiring that knowledge, and to become self-sufficient individuals.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Williams Middle School
  - Principal: Pat Jarrett
  - Teacher(s): Jean Miller and Elizabeth Cox
  - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ☐ Math ☐ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Williams Middle School

The Chapter 1 program is an integral and vital part of a student's growth and development at Williams Middle School. Each Chapter 1 teacher works with content and language arts teachers in the classroom. Working collaboratively as a team, the Chapter 1 educator and the classroom teacher serve as role models of leadership, knowledge, and self-sufficiency for the students. The Chapter 1 teacher, besides imparting content area and/or writing and communication skills, shares a tremendous amount of resource materials that stimulate and increase knowledge and works with individual or small groups to meet the needs of Chapter 1 students. The Chapter 1 teacher also incorporates interdisciplinary planning and its implementation within the team. Open-ended questions and projects, performance tasks, integrating real life situations and writing portfolios are the key components of the instructional program.

The Chapter 1 services at Williams Middle School work toward the achievement of KERA goals and objectives daily. Students are encouraged and required to use basic communication skills in their writings, oral presentations, and group work to interpret various written material. Projects are designed to provide for a variety of learning styles. By being held accountable for their work, being aware of their part in the whole framework of the class or team, and being cognizant of the needs of others outside their immediate school community, Chapter 1 students are becoming responsible members of a family or team. The students learn that they are significant individuals with the potential for greatness as they become more self-sufficient, self-disciplined, and self-motivated.

Chapter 1 Program Information

District McCracken County

District Contact Person

Name Jackie Jones

Address 260 Bleich Road, Paducah, Kentucky 42003

Telephone Number 502/554-6800

Type Program

- ☐ Districtwide
- ■ Classroom
  - School Heath Middle School
  - Principal Vernon Edwards
  - Teacher(s) June Nelson, Vicki Werner, Linda Asbell, June Whelan, Wava Grandon, Kim Gevedon, Regina Record, Sandy Sams
  - ☐ In-Class ■ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Heath Middle School

Through a collaborative effort, six sixth grade teachers and the Chapter 1 math and reading/language art teachers developed a study on quilts. In this study while designing and creating a quilt, students will demonstrate problem solving skills in multidisciplinary areas. All Chapter 1 activities supplemented classroom instruction.

The following activities will be used to reach the desired outcomes;

(1) Students will read mathematical puzzle books and select a problem to solve.
(2) Students will use a graphic to illustrate the problem and transpose problem to a quilt square.
(3) Students will read The Patchwork Quilt and do a writing activity.
(4) Students will create a noun verse about quilts.
(5) Using last year's quilt, students will do a scale model of a quilt.
(6) Students will visit the Quilt Museum.
(7) A community resource person will speak to the students so that they may gain a historical perspective of quilts.
(8) Students will handquilt the squares. Parents/community volunteers will be used to help the students with the quilting.
(9) When the quilt is completed, students will choose, read and solve five problems on the quilt.

Each student will embroider his/her name on the boarder of the quilt. The finished quilt will be displayed during the April 1994 National Quilters Show.

As a result of this quilt making project the following learning goals will be attained by the students. (In parenthesis is the activity (s) listed in the summary of the program that will be used to meet the goal.)

(1) Students will construct meaning from a variety of printed material for a variety of purposes through reading. (Activities 1, 3, and 9)
(2) Students will communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through writing. (Activities 2 & 3)
(3) Students will construct meaning and/or communicate ideas through the visual arts. (Activities 2, 5, and 8)
(4) Students will use models and scale to explain organization. (Activity 5)
(5) Students will demonstrate understanding of number concepts. (Activities 1 & 9)
(6) Student will demonstrate understanding of concepts related
(7) Students will demonstrate understanding of measurement concepts. (Activity 5)
(8) Students will recognize continuity and change in historical events, conditions, trends and issues (Activity 7)
(9) Students will create a product that conveys concepts. (All activities)
(10) Students will demonstrate self-control and self-discipline. (All activities)
(11) Students will use productive team membership skills. (Activity 8)
(12) Students will use creative thinking. (All activities)
(13) Students will use problem solving. (Activities 1, 2, 3, 4, 5, and 9)

Chapter 1 Program Information

District Muhlenberg County

District Contact Person

Name Vena S. Raleigh

Address P.O. Box 167, Greenville, Kentucky 42345

Telephone Number 502/338-2871

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Longest Elementary
  - Principal: Robert Reynolds
  - Teacher(s): Teachers, Martha Shutt, Mariana Simon, Jerriann Gregory
  - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 *(6th Grade only)* ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ☐ Preschool Programs ■ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Longest Elementary School

The Chapter 1 program of Longest Elementary had two (2) Reading/Language Arts teachers and one (1) Mathematics teacher and served approximately 160 students during the 1992-93 school year in Primary through grade six. The in-classroom model was used at the primary level and the in-class and pull-out model was used in the intermediate grades.

Parent Involvement began early in the school year. When the student was selected for Chapter 1 services, the parent received a letter of notification. A parent meeting was held to explain the goals and objectives, how a student is selected, and desired outcomes for the students. Each parent received a handbook describing in detail the Chapter 1 program. Later, parents and teachers met to discuss strengths and weaknesses of students and areas of the curriculum that would be worked on throughout the year. Parents who did not attend received a written review concerning their child. Each student received a progress report every nine weeks. During the first semester of school, parents were given an opportunity to observe a class in session. In the spring, a meeting for parent input was held in preparing the program for the following year.

Chapter 1 reading teachers blended their work with the primary teachers through the whole language approach. They coordinated with homeroom teachers on thematic units which integrated areas of reading, social studies, science, and art. Supplemental activities were designed to reinforce classroom instruction. The Chapter 1 math teacher involved educationally deprived students with manipulatives to understand basic concepts. Chapter 1 teachers supplemented work which the homeroom teacher had introduced in the Box-It-Bag-It approach. This included calendar study, time line, place value, counting money, and basic facts in addition and subtraction.

In the intermediate grades, Chapter 1 teachers assisted the Chapter 1 students in portfolio writing for both the reading/language arts and math areas. Chapter 1 staff worked with fourth grade teachers in preparing for the performance events assessment. The Chapter 1 teachers attended the portfolio scoring training to become acquainted with assessment. This better prepared them to supplement classroom instruction. For ongoing assessment of Chapter 1 math students, we had pre-tests showing weaknesses to be addressed before administering the post-test at the end of a particular unit.

Chapter 1 benefits from many state/locally funded activities. More than fifty percent of Chapter 1 students are in extended school services. Our Family Resource Center provides clothing, health care, and day care for all students. During the 1992-93 school year, the family resource person received several referrals from Chapter 1 teachers.

The family resource person coordinates the Christmas Food Basket Program which has been a project of Longest P.T.O. for several years. P.T.O. funds the program from resources made through at least three (3) major fund raising events which are a result of the work of students, parents, and teachers. Last year, volunteer parents and teachers assembled and distributed sixty-five baskets to families of Longest students. Many Chapter 1 families benefited from this activity. The Parent Volunteer Program is an asset for the Chapter 1 student. Several Chapter 1 students take advantage of Longest Day-Care Service which is in session until 6 p.m. each day. Longest has a satellite health department that gives immunizations and physical examinations to our students.

Longest's school-based decision making council is composed of the principal, a primary teacher, and intermediate teacher, a teacher from special classes and two parents. Items relating to special programs, class scheduling, and budgeting are discussed and voted on by the school council.

Teamwork of parents, teachers, and students is the key to success for KERA at Longest Elementary School.

Chapter 1 Program Information

District Muhlenberg County

District Contact Person

Name Vena S. Raleigh

Address P.O. Box 167, Greenville, Kentucky 42345

Telephone Number 502/338-2871

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Muhlenberg North Middle School
  - Principal: Clyde Stovall
  - Teacher(s): Sandra Snodgrass, Delila Wells, Freda Henry
  - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Muhlenberg North Middle School

The success of educationally deprived students can be attributed to the cooperation, planning, teamwork, and mutual respect of both the Chapter 1 teachers and regular classroom teachers. Chapter 1 teachers use collaborative teaching-working in the regular classroom almost exclusively. While in the classroom, Chapter 1 teachers provide help to the Chapter 1 identified students. On an occasional basis, some students may be pulled out to work on make-up work, journal entries, or simply to prepare for a test. Occasionally, the regular teacher and the Chapter 1 teacher switch roles thus providing the regular teacher with the insight that comes from small group structuring.

Moreover, a separate period is set aside to provide individual help. Cooperative learning groups and peer tutoring are two methods used. Often these students are referred for extended school services. In addition, Chapter 1 students are never "left out" because they cannot afford materials for the culminating activities or "hands-on" projects. Funds are used to provide Chapter 1 students with supplies. Furthermore, if needed, these students may be referred for clothing and medical services.

Chapter 1 does more than support students academically. It promotes confidence and positive self-esteem. With Chapter 1 teachers, parents, and the regular teacher working together, students know that each student is important and can succeed. Getting parents of Chapter 1 students actively involved is a priority of the Chapter 1 Program.

Regular classroom teachers, with the help of Chapter 1 teachers, plan lessons and activities so that the entire team of students will be involved in themes, hands-on activities, and problem solving experiences. The collaborating teachers plan the content of these themes so that it will be connected to the real world. Lessons are based on past experiences; students then use old experiences to develop new skills. By using small groups, peer tutoring, and teamwork, students are encouraged to be learners and thinkers. At the end of these thematic units, students will be creators and producers. Teams encourage self-discipline and a positive reward system. Chapter 1 further reflects the goals of KERA by implementing them in their desired outcomes. Emphasis is on writing rather than isolated skills and a holistic scoring guide with a rubic is used.

At North Middle, the faculty, staff, administration, and students know that Chapter 1 has the real spirit of KERA: Every child is important. Every child can be successful. Chapter 1 provides a safe, secure atmosphere where students will never feel inferior.

<u>KERA Activities</u>

letterwriting role play diary entries big books newspaper articles
guest speakers rewritten Charter plays: Diary of Anne Frank
interviews From Revolution to Constitution political speeches
Tangrams making tipi graphing using map skills making pottery
experimental/theoretical/probability making butter geoboard for area

Much of Chapter 1's success is due to its strong involvement with parents. Chapter 1 communicates with parents as often as possible. This communication is strengthened by written notes, short messages, annotated assignments, phone calls and home visits.

At the end of the 1992-93 school year, those parents who were in the Parent Volunteer Program were presented with a hand-made apron decorated with items that represented Chapter 1. This presentation received newspaper coverage.

The parents, regular classroom teachers, and the Chapter 1 teachers make the difference in the child's success.

Chapter 1 Program Information

District Paris Independent

District Contact Person

Name Tod Williams, Coordinator

Address 301 West Seventh Street, Paris, Kentucky 40361

Telephone Number 606/987-2160

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Southside Middle School
  - Principal: Margarita S. Rupp
  - Teacher(s)
    - ■ In-Class ☐ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ☐ Reading ☐ Math ■ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Southside Middle School

The cooperative efforts of the teaching staff, students, and parents, provided the necessary support for the success of our language arts program at Southside Middle School. These individuals strive to create a language arts program that will assure life-long learning skills for our students.

During the 1992-93 school year, Chapter 1 teachers in grades 6-8 worked with regular classroom teachers in language arts in an in-class program to provide collaborative instruction for Chapter 1 students.

The Desired Outcomes for the Chapter 1 language arts program were written in relation to KERA valued outcomes, and each Desired Outcome was successfully completed.

To help students meet the Desired Outcomes, supplemental instruction was provided through the use of extended school services, computer technology utilizing computer programs to help reinforce skills being taught in the regular classroom, and parent involvement activities. Parents of Chapter 1 students are encouraged to work with their child at home. A parent liaison works in the Parent Resource Center at Southside Middle School to assist parents in selecting appropriate learning materials and activities to work on at home with their child.

Chapter 1 students are exposed to a variety of educational programs which includes extended school services. Through this program, students are provided additional opportunities to meet desired outcomes (valued outcome goals). A variety of activities and information sources enable students to learn to make intelligent economic, social, and political decisions. Students also participate in research projects designed to enhance their knowledge of their cultural backgrounds.

Problem solving and communication skills are addressed by student participation in computer activities aimed at problem-solving techniques to help meet specific learning goals.

The Chapter 1 program focuses on a unified effort of the student, parent, and teacher to provide learning experiences that will encourage and motivate students toward a life-long curiosity for learning. Parents show an active interest in their child's education by becoming a partner in the educational process.

To help parents help their children, Paris Independent Schools have organized a Parent Resource Center. The Center continually strives to update its inventory with educational activities and supplies that will provide the most benefit in helping students meet KERA goals.

The Parent Resource Center has proven to be a tremendous asset in our Chapter 1 program. Each year an increased number of participants utilize this facility. Throughout the school year, letters to parents and phone calls are made to encourage parent visits.

The parent is a very important part of the educational process and to demonstrate this belief, school personnel continually express genuine care and concern for each parent that comes in contact with the Chapter 1 Parent Resource Center.

Chapter 1 Program Information

District Pendleton County

District Contact Person

Name Miss Carletta Chaney, Chapter I Coordinator

Address Route 5, Falmouth, Kentucky 41040

Telephone Number 606/654-6916

Type Program

- ☐ Districtwide
- ■ Classroom
  - School Pendleton County Middle School
  - Principal David Tackett
  - Teacher(s) Mrs. Billie Conrad
  - ☐ In-Class ■ Pull-out ☐ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ☐ Reading ■ Math ☐ Language Arts
- ☐ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Pendleton County Middle School

The Chapter 1 Mathematics program at Pendleton Middle School consists of three seventh grade classes and three eighth grade classes. This is a replacement project. In the 1991-92 school year the average size of the eighth grade classes was 10 students; the average size of the seventh grade classes was 14. The classes are not taught with textbooks; but, rather, the teacher has compiled other resources over the past five years which are more appropriate to the ability levels of the students. One of the advantages of the program is the ability to work with many of the same students for two years. The teacher is certified in middle grades mathematics, is the mathematics portfolio cluster leader for the school, and is a member of KCTM and NCTM. There has been a parent volunteer in the classroom regularly for the past three years. There is a conscious effort to provide Chapter 1 students with exposure to advanced skills as well as to strive to bring them up to grade level. The Chapter 1 teacher works closely with other math teachers in the school to provide learning activities which are consistent with those of all students while at the same time meeting the needs of Chapter 1 students.

The Desired Outcomes for this program have been chosen to align with KERA goals for students. Students in both seventh and eighth grades are instructed in the portfolio process in order to help them communicate what they know about their basic skills. The activities are chosen to cover a wide variety of the core concepts and principles and apply to real life situations. Students are exposed to computers as well as using a variety of manipulatives and tools. Students participate in hands-on learning activities and then write about them for their portfolios. Parents are exposed to the portfolio activities in fall and spring training sessions.

Cooperative learning is stressed in order to help students become responsible members of a group. One of the most successful activities of the 1992-93 school year was a project in which groups of students formed companies to construct toothpick bridges.

Students are exposed to strategies for problem solving which can be used in many situations. A series of booklets entitled Figure It Out: Thinking Like a Math Problem Solver is used to expose the students to eight problem solving strategies. Many of the Chapter 1 students have never been exposed to problems of this type. The problems are non-routine and encourage the students to use their basic skills in new and different ways. The students are also encouraged to communicate their answers through writing about the problems.

Chapter 1 Program Information

District Shelby County

District Contact Person

Name Tina Tipton

Address P.O. Box 159, 403 Washington Street, Shelbyville, Kentucky 40065

Telephone Number 502/633-2375

Type Program

- ☐ Districtwide
- ■ Classroom
  - School: Southside Primary School
  - Principal: Bob Blair
  - Teacher(s): Joyce Dotson
  - ☐ In-Class ☐ Pull-out ■ Both
- ☐ Schoolwide Project
  - School
  - Principal

Area(s) Addressed

- ■ Reading ☐ Math ☐ Language Arts
- ■ Parent Involvement ■ Other (specify) *Writing*

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ☐ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ☐ Preschool Programs ■ School-Based Decision Making
- ■ Technology ☐ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Southside Primary School

The Chapter 1 Reading Program is staffed with one teacher, five instructional assistants, and one School/Home/Community liaison. One of the greatest features about Chapter 1 is the belief that the children must be able to feel good about themselves. The entire staff is skilled in encouraging the students to perform well.

The Chapter 1 instructional assistants go into the classrooms and work with the students that are assigned to them. They conference with the teachers regularly and help the children individually and in small groups. This year Southside Primary School has a locally-funded computer lab. Some Chapter 1 staff have started going into the lab when the classes are scheduled and help Chapter 1 children in this setting. We feel that a major strength of our program is staff training. All the Chapter 1 staff, teacher and instructional assistants, have been trained in the writing process, whole language, and technology. We have used the services of the Shelby County writing coordinator to help us with the assessment of the students' work on Desired Outcomes.

The Chapter 1 teacher works with a pull-out program using computers as a tool to supplement process writing. With the computer skills, the students are empowered. They become school "technology tutors". The students function as helpers in the classroom for students and teachers since they are "ready" for the instruction.

An important aspect of the Chapter 1 program is parent involvement. The Chapter 1 School/Home/Community liaison staff person makes home visits, produces a monthly newsletter, and contacts Chapter 1 parents regularly. They feel free to contact the staff about any concerns that they have. The liaison also functions in a public relations capacity for Chapter 1. The staff feels encouraged about the parent involvement component. Many more parents are involved.

The Kentucky Education Reform Act is a reality at Southside Primary School. The mission of the Southside Primary School is to encourage life-long learning for both students and staff, always fostered in a positive, caring, and productive environment. We accomplish goals with supportive families, a highly competent and professional staff, and an involved community working together. All take responsibility for the learning process and expect the students to take responsibility for their learning.

At Southside Primary School, all Chapter 1 children are referred for Extended School Services on a priority basis. The database on all eligible children is sorted according to need. That list is submitted to the ESS committee. The committee, then offers services to as many of these children as they have space to include in the program. The remaining children are placed on the waiting list for future service.

Southside's entire staff was involved last year in the creation of a transformation plan for the school. This plan was written as a result of a needs assessment. That plan integrates all areas of KERA into the curriculum. The plan will be evaluated and revised each year to reflect the students needs. Chapter 1 is an integral part of Southside Primary School.

Chapter 1 Program Information

District Shelby County

District Contact Person

Name Tina B. Tipton

Address P.O. Box 159 Shelbyville, Kentucky 40065

Telephone Number 502/633-2375

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ■ Both
- ■ Schoolwide Project
  - School Simpsonville Elementary School
  - Principal Bruce Slate

Area(s) Addressed

- ■ Reading ☐ Math ■ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ☐ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Simpsonville Elementary School

The Chapter 1 team at Simpsonville believes in collaboration. The staff is comprised of a Chapter 1 teacher, four assistants and a part-time parent liaison. These staff members serve P2 through fifth grade educationally deprived children.

Each assistant, collaborating with 3-4 teachers, serves 20 students on a daily basis. Monday through Thursday the Chapter 1 teacher serves an additional 60 students and coordinates with a minimum of 10 teachers. On Fridays, she has a flexible schedule which allows for consultation with the staff. The parent liaison, on a flexible schedule, designs her activities in response to the regular and Chapter 1 staff.

Simpsonville Elementary school staff strives to develop all students for future successes. Committed to this motto, the entire staff works daily to link the family, school and community to provide each student with opportunities for success. Classroom reading/writing workshops are structured so that Chapter 1 activities blend in with the regular learning environment. After daily planning sessions, staff members report to the principal and ultimately to the county coordinator. The staff meets with the county coordinator for district student selection, parent advisory councils and to set the yearly Desired Outcomes. Collaborative instruction has proven to be the key to helping Simpsonville students. For the past three years, the Chapter 1 staff has worked with P2 through fifth grade students in a collaborative environment. The Chapter 1 staff cooperates with the classroom teacher to use the best possible strategy for each student. Team work and cooperative learning are focal points to allow each child to take responsibility for his own learning and become motivated to learn through his individual learning style. The Chapter 1 staff uses research based practices such as read-alouds, critical thinking in reading, open-ended questions, problem solving and writing process instruction to supplement classroom instruction. Being one of Kentucky's fourteen pilot sites for the non-graded primary program, the staff has emphasized a whole language approach to instruction. Teachers are using Gardner's Seven Intelligences to reach each student. Again, with Chapter 1 collaboration, this methodology is even more powerful.

The site-based decision making council is a strand of KERA which gives the staff the opportunity to develop a school environment which fosters learning for the students. The council has been supportive of furthering the connection between Chapter 1 and the classroom. One of the council members is also the parent representative on the district Chapter 1 advisory committee. Based on the needs of the Chapter 1 students, the site-based decision making council also chose to request a parent liaison through the Chapter 1 funds. This has been a critical link in the goal of stronger family and school ties. Her responsibilities include home visits, monthly Chapter 1 newsletters, parent involvement activities and telephone check-ups. Getting and keeping parents of Chapter 1 children involved is crucial to helping the students. Simpsonville has had extended school services for all the Chapter 1 students for four years. Those students are considered first priority for tutoring and summer school.

Simpsonville's curriculum committee was so impressed with the Chapter 1 Desired Outcomes they opted to use them schoolwide. Each child has a fall baseline and is retested in the spring. Students are considered successful when 2 out of 3 outcomes are met. Students failing to meet desired outcomes will be monitored by the entire staff the following year.

At Simpsonville the staff is always aware of Chapter 1's purpose to attain grade proficiency; improve achievement in basic and more advanced skills and success in the regular program. The staff and students strive to surpass the county's ultimate desired outcomes goals.

Chapter 1 Program Information

District Bell County

District Contact Person

Name Arlene Burnett, Chapter I Supervisor

Address P.O. Box 340, Pineville, Kentucky 40977

Telephone Number 606/337-7051

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
  - ☐ In-Class ☐ Pull-out ☐ Both
- ■ Schoolwide Project
  - School Blackmont Elementary School
  - Principal Betty Clark

Area(s) Addressed

- ■ Reading ■ Math ■ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ■ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 *(6th Grade Only)* ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ■ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Blackmont Elementary School

Three years ago teachers and staff of Blackmont Elementary School decided that a pull-out program was not the most appropriate instructional setting for the Chapter 1 students. The school changed its structure as a result of being a schoolwide project. The staff felt that students pulled out from the classroom were missing something important, pull-out hurt students' self esteem and when all unsuccesstul students were together there were no role models. The Chapter 1 teacher was assigned a regular classroom, thus lowering class size. An instructional assistant was also hired with Chapter 1 funds.

Teachers changed the physical environment of their classrooms. Desks were changed to tables. Centers were set up. Broad themes began to take place instead of textbooks. Multi-age, multi-level classrooms were set up. Professional Development was provided. Teachers began using more math manipulatives, hands on science, social studies projects, real literature books, magazines, and newspapers.

The Desired Outcomes and Needs Assessment were used to establish what areas needed to be addressed within classrooms for Chapter 1 identified students. All students worked together in our program to promote "The Total Child".

Extended School Services was provided and Chapter 1 students were given first priority. Chapter 1 designed tutoring packets were used in our tutorial program and they were also taken home for the parents to work with their child.

The pre-school program is housed in a large room where the curriculum for the 4 and 5 year olds is planned with emphasis on the learner taking an interactive process which promotes the child's confidence and self-esteem.

Technology is rapidly growing at the school. The school has a twelve station Computer Lab where five and six year olds receive daily instruction. Twelve additional computers are provided in classrooms and a lab has been set up in the library for students to use as groups or individually.

A Family Resource Center at the school has been instrumental in providing the necessities for students to come to school (clothes, glasses, etc.). Attendance has improved through this program and barriers between the home and school have been reduced.

In the new primary school, reading, writing and math instruction is individualized for each Chapter 1 student and all other students in the Primary Program. The program routinely involves students in individual and cooperative problem solving activities that ask them to make decisions and take risks without the necessity of placing them in ability groups. Manipulatives are used daily in math instruction.

School-Based Decision Making has recently been voted in at the school. The staff had already been making decisions that have made an impact on the school, but with the school now being Site-based, the staff, parents, students and community feel the school is even more unified as a total unit for student success.

The total program has enabled the Chapter 1 students to develop accelerated performances and practices which provide them opportunities to learn outside of their own world. With the schoolwide program, teachers and students are excited. All students are experiencing success at Blackmont Elementary.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ☐ Both
- ■ Schoolwide Project
  - School Engelhard Elementary School
  - Principal Theresa Jensen

Area(s) Addressed

- ■ Reading ■ Math ☐ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ■ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ☐ 100 - 499 ■ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ■ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Engelhard Elementary School

Engelhard Elementary used its Chapter 1 schoolwide project status to combine all resources to meet the special needs of its school community and to promote an atmosphere of learning and caring. Ninety-nine percent of Engelhard's student body qualifies for the free lunch program, twenty percent of which reside in special shelters for families in crisis. Key components of the program are: strong instructional program emphasizing problem-solving, high level thinking, integrating science into interdisciplinary units PK-5, whole language, writing, cooperative learning and performance-based assessment; utilizing community resources made available by Engelhard's unique location within the heart of downtown Louisville; and providing family support as well as promoting family involvement.

The desire to reduce class size, even though space is limited, was achieved by providing a third teacher to team with two others within the reading/math/basic instructional block. A science resource teacher ensures that scientific discovery is incorporated into interdisciplinary units. All students maintain reading/writing and math portfolios. A problem-solving program is utilized P1-5.

The staff of Engelhard actively pursues community grants and resources. As a result, the University of Louisville is involved in several projects with the school. One of the most notable resources is the use of music and predictable language patterns to teach reading in an extended day program. Business persons regularly visit classes to share time and expertise. The school location near the city's arts center results in student inclusion in many cultural events and in artists visiting the school.

The main focus of Engelhard is family support, parent involvement and training. A parent liaison/resource teacher provides parent training on a daily schedule which includes parenting topics, how to help your child learn, computer classes, nutrition, etc. The resource teacher has also developed a parent volunteer program and provides the training and orchestrates the activities. The parents also assist with a program developed to expose students to enriching and exploratory activities. Students participate in these activities the last hour of each week. A Peer Mediation Program trains students in alternate ways to deal with conflict in interpersonal relationships. Combining several resources, a Family Education units provides instruction for preschool children while their parents prepare for their GED. In addition, the school maintains an on-site clothing closet and a family reception area.

Staff development for the year has focused on Transformations: Kentucky's Curriculum Framework. Engelhard's staff is committed to the basic premise of KERA that "All children can learn." All Engelhard children will learn at high levels.

KERA initiatives emphasized in Engelhard's Schoolwide Project are: primary programs; preschool education which includes Headstart, the state-funded four-year-old program and Family Education; performance-based education; use of technology; and, most importantly, family involvement in the educational process.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
  - ☐ In-Class ☐ Pull-out ☐ Both
- ■ Schoolwide Project
  - School Hazelwood Elementary School
  - Principal Brenda Logan

Area(s) Addressed

- ■ Reading ■ Math ☐ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ■ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ☐ 100 - 499 ■ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ■ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Hazelwood Elementary School

Hazelwood Elementary School initiated its Chapter 1 schoolwide project in 1991-92 to incorporate state and district school restructuring and reform initiatives. Hazelwood, determined to develop an educational environment that emphasizes prevention over remediation, removes labels, involves parents and community in a meaningful way, and communicates high expectations to students, parents and teachers. Key components include a literature-based program for pre-schoolers, reduced class size, expanded science and reading programs, thematic instructional units, a peer mediation program, family education, and a Parent/Teacher Resource Center.

The instructional plan establishes student success and positive self-esteem as the main criteria for decision-making. The elimination of all pull-outs and the incorporation of all teachers in the basic program enabled Hazelwood to reduce class size to 14-18 at the primary level and 16-21 at the intermediate level. In addition, each classroom received the support of an instructional assistant to maximize the attention each child receives. The most severely deficient primary level students participate in an intensive reading program. A science teacher integrates a hands-on science curriculum into the school's thematic units PK-5. Supported by a strong professional development program, the staff uses interdisciplinary, whole language, activity-oriented instruction. A resource teacher provides leadership for parent training, support groups, family activities, and volunteers. The resource teacher, with volunteers, developed a take-home program of activity packets that promote family learning and sharing.

The schoolwide project is supported by three other supplementary programs. The Family Education Program, an intergenerational family literacy program, provides instruction to pre-school children while their parents participate in GED classes. Peer Mediation empowers students to develop alternative, non-violent ways to resolve interpersonal problems. The Child Development Project, a staff development grant, enables staff to access training on a variety of instructional strategies and programs.

The schoolwide project was designed to restructure the entire school based on the KERA initiatives. The primary program with its multi-age groupings emphasizes activity-oriented thematic units and cooperative learning. Integration of hands-on science instruction encourages high level thinking. Authentic assessment is utilized schoolwide with all students maintaining learning portfolios. The Family Education Program and the Parent/Teacher Resource Center with a strong parent involvement component are features of the project.

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
    - ☐ In-Class ☐ Pull-out ☐ Both
- ■ Schoolwide Project
  - School Roosevelt-Perry Elementary School
  - Principal Jim Back

Area(s) Addressed

- ■ Reading ■ Math ☐ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ■ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ■ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Roosevelt-Perry Elementary

Roosevelt-Perry's schoolwide project is committed to creating a community of learners with all students performing at high levels and feeling successful. The learning environment is enhanced by bright, cheerful hall and door paintings depicting a high technology theme, friendliness and caring from staff, lower pupil/adult ratio, and projects and activities that include parents as an integral part of the school.

Schoolwide status enabled Roosevelt-Perry to include the Chapter 1 funded staff to lower the pupil/adult ratio to 15-18 in the primary classes and 18-22 in the intermediate. In addition, each primary class is served by an instructional assistant. This low ratio ensures more individual attention to each student and provides for team planning and parent conferencing. A technology resource teacher supports the integration of technology throughout the instructional program with emphasis on communication skills and desk-top publishing. All Roosevelt-Perry students are published writers. This extra support enabled Roosevelt-Perry to become a State Demonstration Site for Technology. Intermediate level students have been trained as Peer Mediators to help resolve student conflicts.

Released time for teachers enables regular parent/teacher conferences. A parent involvement program includes parents and their children in activities together.

The instructional program focuses on active learning. Thematic units are being developed and shared by teams. School based professional development emphasizes team planning and a total school vision.

Roosevelt-Perry has used schoolwide project status to combine resources and concentrate efforts on the mission of growth and achievement for all leaners in the school community. Other KERA initiatives embraced by the school are the primary program emphasizing the use of manipulatives and cooperative learning, parent involvement with regular inclusion in the school/community program, and authentic assessment with students at all levels developing portfolios and relating learning to real-life situations. Roosevelt-Perry promotes an atmosphere of support, cooperation, trust and belief that the school can be successful in its efforts to provide the school/community with a vehicle to rise above the "at-risk" label to "high achievers" and "models of excellence."

Chapter 1 Program Information

District Jefferson County

District Contact Person

Name George Carson, Director

Address Jacob Annex, 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Type Program

- ☐ Districtwide
- ☐ Classroom
  - School
  - Principal
  - Teacher(s)
  - ☐ In-Class ☐ Pull-out ☐ Both
- ■ Schoolwide Project
  - School Wheatley Elementary School
  - Principal Calvert Hydes

Area(s) Addressed

- ■ Reading ■ Math ☐ Language Arts
- ■ Parent Involvement ☐ Other (specify)

Grade Level(s) Served

- ■ Preschool ■ Primary
- ■ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ■ Primary School
- ■ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Wheatley Elementary School

Wheatley's emphasis on science, environmental education and technology is obvious immediately on entering the school grounds. Experiments with plants surround the building, a recycling center adjoins the parking area, a mini-zoo lines the central hallway and the center court yard, and the court yard is filled with science experiments and student gardens. Students use higher level thinking skills daily by using science to learn reading, writing and mathematics. Computers, lazerdisc technology, hyperstudio stacks, in-school television studio and publishing are integral parts of the instructional program for all students at this schoolwide project.

The instructional focus of the school is achievement of the six educational goals and 75 learner outcomes outlined in Transformations: A Curriculum Framework. The Framework has been the basis for school-based staff development. Through team teaching and the use of interdisciplinary units, the staff uses environmental issues to bring real world experiences to their students. The school Curriculum and Assessment Committee assigned teachers to mentor small groups of students each week as the students develop math and writing portfolios.

Wheatley is composed primarily of students from a heavily industrialized section of the inner city. To ensure success for all students, a wide-range of educational programs and services are provided to students and families: Headstart; a four-year-old program; Family Education; intergenerational program; primary through fifth year; and a Family Resource Center. These programs further support the schoolwide project.

Parents are an integral part of Wheatley's daily program. The Family Education Program serves as a national model for integrational literacy. The Family Resource Center supports family needs. The instructional staff offers training workshops for parent and child together on such topics as: family math, reading and science, computers, testing skills, fitness, nutrition, self-defense, etc. Family fun nights are organized by the Family Resource Center. In addition, many students and families check out take home Laptop Computers.

Supportive teamwork at Wheatley among teachers, students and parents continues to form a strong educational foundation on which students can build a successful future.

Wheatley's schoolwide project emphasizes the following KERA initiatives: school-based decision making, parent involvement, primary program, use of technology and performance-based assessment.

Successful Chapter 2 Programs

Chapter 2 Program Information

District **Ashland Independent**

District Contact Person

Name Keith Powell

Address 1420 Central Avenue, Ashland, Kentucky 41101

Telephone Number 606/327-2719

Other Persons Responsible for Program Mrs. Pat Sparks
Paul G. Blazer High School
Ashland, Kentucky 41101

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ■ Enhancing Personal Excellence *Other - Math and Science*
- ☐ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ☐ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ■ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 4,500

Additional Funding ■ Local district ☐ Business ☐ Other (specify)
$8,000

ENHANCING PERSONAL EXCELLENCE:
OTHER - MATH AND SCIENCE

Ashland Independent Schools

The media class of 15 students at Paul Blazer High School developed and produced unique visuals, manipulatives and videos to support the math and science curriculum. The school's media center director worked with the math and science faculty members to determine specific visuals, manipulatives, and videos needed to enhance the instruction in these two curricular areas. The media director then utilized the media class to produce the needed instructional materials using the latest in visual technology.

The media class students were provided hands-on experience in creating the visuals, manipulatives, and videos which increased their knowledge of math and science, as well as their technological skills. Instruction in the core concepts of math and science was enhanced for all students by providing concrete visuals and manipulatives in addition to the regular instruction. The exchange of thoughts, ideas, and concepts between faculty members and students during the development and production process enhanced the value and utilization of the finished products. Sharing the finished products among all involved teachers improved classroom instruction for the entire curricular area, promoted staff development, and made math and science more relevant for all students.

Chapter 2 Program Information

District **Barren County**

District Contact Person

Name Dorothy Shipley McCubbin

Address 202 West Washington Street, Glasgow, Kentucky 42141

Telephone Number 502/651-3787

Other Persons Responsible for Program Debbie Bunnell

Targeted Area

- ☐ High Cost Students
- ■ Acquiring Materials *Computer Hardware/Software*
- ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ☐ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool
- ■ Primary
- ☐ Grades 4 - 5
- ☐ Grades 6 - 8
- ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100
- ☐ 100 - 499
- ■ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services
- ■ Primary School
- ☐ Preschool Programs
- ☐ School-Based Decision Making
- ■ Technology
- ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 26,239

Additional Funding ■ Local district ☐ Business ☐ Other (specify)

ACQUIRING MATERIALS:
COMPUTER HARDWARE/SOFTWARE

Barren County Schools

The instructional use of technology in the primary program was enhanced through the purchase of computer labs and Writing to Read, Primary Editor Plus and Writing to Write software. KERA's learning goals laid the foundation for our vision and commitment to integrating technology into language arts, reading and writing. Our long term goal is to utilize our Chapter 2 funds to enhance the areas of technology, the primary program, and our overall plan for total school improvement. From FY 1990 to FY 1992 Chapter 2 funds were used to equip three of our six elementary school computer labs, and local board funds equipped the remaining three labs. Staff training was provided in using the computers and the software programs.

An integral part of the day-to-day environment, this on-going project encourages writing and reading across the curriculum. Primary students are gently guided through the process at their level and receive help as needed from a partner, teacher, or the computer. They learn to write anything they can say, publish their work, and enhance their reading skills.

The success of Writing to Read has been extended with Writing to Write for P3 and P4. Cooperative learning and problem solving are encouraged through computer and non-computer activities. This program covers the steps in the writing process, addresses different learning styles, and allows students to build critical thinking, language, and organizational skills needed for success in writing.

This project is aligned with KERA and addresses many of its initiatives. Instructional use of technology in the primary program enhances learning opportunities in all curricular areas. Writing is now integrated into all subjects. Students enjoy the technology as can be seen through their daily exposure and improved writing scores. Personal excellence is enhanced in that students' self-esteem has increased.

Chapter 2 Program Information

District **Casey County**

District Contact Person

Name Linda Hatter

Address Route 1, Box 21, Liberty, Kentucky 42539

Telephone Number 606/787-6941

Other Persons Responsible for Program Wanda Phillippe, Jenny Rousey, Anita Wethington, Marcenia Brown

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ■ Enhancing Personal Excellence *Performing and Creative Arts*
- ☐ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 500

Additional Funding ■ Local district ■ Business ■ Other (specify) *Private Contributions*

ENHANCING PERSONAL EXCELLENCE: PERFORMING AND CREATIVE ARTS

Casey County

To provide opportunities in the performing and fine arts curriculum, middle school students were involved in the organization, planning, and performance aspects of live drama production. Casey County is a rural area and students have very little exposure to the arts. Chapter 2 funds were used to purchase costuming, make-up, art supplies, materials for props/scenery, and various other instructional supplies.

Students studied the various aspects of drama production (i.e. acting, stage make-up, costuming, props/scenery, and lighting/sound techniques) and applied their knowledge to producing "The Beauty and the Beast." The production involved the students beyond the regular school day/hours and the community was also extensively involved. Several performances were held during school hours with all students in the district transported to the middle school to view the production. Two night performances were held for the community. The live performance was videotaped for critiquing and was broadcast over the local cable channel.

This project complemented KERA initiatives, goals and capacities by involving students after school hours and by involving the community in the school. Not only did students broaden their knowledge of career options in the arts, but they gained a better understanding of the numerous social skills necessary to function as a member of a group (i.e. society). They improved their own self-concepts and developed better English communication skills, public speaking skills, problem-solving skills, and cooperative social skills, as well as an appreciation for their cultural and historical heritage.

Chapter 2 Program Information

District **Floyd County**

District Contact Person

Name	Susan Compton & Fred Hall
Address	67 West Court Street, Prestonsburg, Kentucky 41653
Telephone Number	606/886-3014 ext.207

Other Persons Responsible for Program

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ■ Enhancing Personal Excellence *Other - Math*
- ☐ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ☐ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ☐ 100 - 499 ■ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 3,935

Additional Funding ☐ Local district ☐ Business ☐ Other (specify)

ENHANCING PERSONAL EXCELLENCE:
OTHER - MATH

Floyd County

In order to align the math curriculum at South Floyd High School with the goals and learner outcomes related to KERA, a variety of manipulatives and measurement tools were purchased to supplement instruction. These materials enhance student understanding of mathematical concepts through a hands-on approach that incorporates cooperative learning and performance events with traditional instruction.

By using manipulatives students can develop models to investigate and discover patterns and relationships that exist in mathematics. Manipulatives can be used to understand space configurations and movements, algebraic and geometric reasoning, classification rules and systems, number concepts, space and dimensionality, change, and mathematical structure. Appropriate measurement tools allow students to quantify information, to gather and communicate ideas by measuring, and to understand the concept of measurement. Providing students with multiple representations of mathematical concepts reinforces learning and develops critical thinking skills that are essential in problem solving activities they will encounter throughout their lives. By carefully designing instructional units, students will be able to develop their abilities to become self-sufficient individuals and responsible members of a group, to think and solve problems, and to connect and integrate experiences and new knowledge with what they have previously learned.

Chapter 2 Program Information

District **Franklin County**

District Contact Person

Name Sheree P. Koppel, Director, Federal, State, & Special Programs

Address 916 East Main Street, Frankfort, Kentucky 40602

Telephone Number 502/695-6700

Other Persons Responsible for Program Carol P. Banks, Assistant Superintendent
Beverly Persley, Director of Pupil Personnel

Targeted Area

- ■ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ☐ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ■ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ■ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ■ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 43,960

Additional Funding ☐ Local district ☐ Business ■ Other (specify)
FRC state funds, Chapter 1 & Title V federal funds, local monies

HIGH COST STUDENTS

Franklin County Schools

In an innovative effort to support at-risk students and their families with needs that are beyond the normal parameters of the school, but which affect a student's ability to benefit from school participation, Chapter 2 funds are used to employ a full-time social worker and a part-time nurse*. To address the physical, emotional, social, and mental needs of students and their families, these professionals provide direct services through the district's Family Resource Center, provide training for parents, and conduct regular home visits.

To meet the KERA goals of reduced student dropout and retention rates, the schools must address the needs of the whole child. In many cases, family members must be helped as well. This project fosters the development of KERA capacities, namely the development of students with sufficient self-knowledge and knowledge of his/her mental and physical wellness. In short, the project provides for students the support services they need to overcome barriers to school success.

The effectiveness of the Family Resource Center is strengthened through the innovative use of blended sources of funds (Family Resource Center state funds, local monies, and Chapter 1, Chapter 2, and Title V federal funds) in order to provide comprehensive services for the high cost, at-risk students.

Many of the activities handled by the social worker can best be assessed by affective, qualitative means. For example, the social worker spends time developing rapport with ordinarily unreachable families through frequent home visits and a variety of activity groups (Ropes, Nature, Spelunking) for both parents and students. Such efforts are successful if children stay in school, if families stay together, if children are happier in the environments of home and school, and if teachers provide positive feedback about students they have referred for services.

The nurse* also spends time building rapport with disconnected families through home visits. She provides education for children and families on a variety of topics such as hygiene, proper nutrition, disinfection, and dental health. The results are students whose health needs are met and who can, as a result, concentrate more on their classroom efforts.

**Please contact K.D.E. for details to ensure this does not supplant Family Resource Center mandated services.*

Chapter 2 Program Information

District **Hardin County**

District Contact Person

Name Dr. Ernest G. Thro

Address 110 South Main Street, Elizabethtown, Kentucky 42701

Telephone Number 502/769-8851

Other Persons Responsible for Program Ms. Martha Vowels, Mulberry-Helm Education Ctr.
Ms. Patsy Nugent, College Street Education Ctr.

Targeted Area

- ■ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ☐ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 34,215

Additional Funding ■ Local district ☐ Business ■ Other (specify)
JTPA Grant & Chapter

HIGH COST STUDENTS

Hardin County Schools

The Mulberry-Helm Education Center, an alternative school program serving both middle and high school youth, was founded in 1985 to provide a new beginning for middle and high school students. It has grown from an initial enrollment of 14 pupils to a present membership of approximately 65 students. FY 1993 Chapter 2 funds allowed for the employment of a half-time teacher for approximately 20 teenage pregnant students and five half-time instructional aides to provide tutorial services for at-risk students. Beginning in FY 1994, this program expanded to include an alternative program at the College Street Education Center at Vine Grove.

Four major components implemented through the program are: (1) Project Catch-Up (7-8), the middle school component for youth 14 or older; (2) Project Change (7-12), the self-contained classroom for behavior disorder students from ages 14-19; (3) Project Future (7-12), the teen pregnancy program for expectant mothers; and (4) Project Second Chance (9-12), the fully functioning alternative high school program.

All entering students are required to meet the definition of potential dropout as defined by the U. S. Department of Education. They must participate in an entry interview with their parent/guardian for the purpose of obtaining a commitment from both parties. All students are administered pre and post measurements of the Tests of Adult Basic Education (TABE).

The alternative school model is designed to further the KERA goals pertaining to becoming a self-sufficient individual and becoming a responsible member of the family, work group, and community. Also emphasized is the use of basic communication and mathematics skills for purposes and situations individuals will encounter throughout their lives. In keeping with KERA and the National Education Goals, the staff of this school have dedicated their services to contributing to a high school graduation rate of 90% or better by the turn of the century. Over the past seven years, the program has been 90% successful. Many former students have either entered post secondary educational opportunities or obtained permanent employment.

Chapter 2 Program Information

District **Harlan County**

District Contact Person

Name Ingrid Partin

Address 102 Ball Park Road, Harlan, Kentucky 40831

Telephone Number 606/573-4330

Other Persons Responsible for Program Trenna Cornett

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ☐ Innovative Schoolwide Programs including Effective Schools
- ■ Educational Programs & School Climate *Gifted and Talented*
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 500 yearly

Additional Funding ☐ Local district ☐ Business ■ Other (specify)
Self-supportive

EDUCATIONAL PROGRAMS AND SCHOOL CLIMATE:
GIFTED AND TALENTED

Harlan County Schools

An Eighth Grade Honors program is a personal incentive program which begins in the student's seventh grade year. Based upon the individual student's attendance, behavior, and academics the student may become eligible for the Honors Group at the end of his seventh grade year. If the student maintains the standards throughout his seventh and eighth grade years, he will qualify for the Honors Trip.

Chapter 2 funds supplement travel expenses for the Honors Trip. The Honors Trip is an event that takes the students, with parent/faculty chaperones, on a two-night, three-day educational* extravaganza. In its fifth year of operation, the Honors Group has attended such places as the Space Center in Huntsville, Alabama; the Aquarium in Cincinnati, Ohio; zoos, planetariums, and riverboat cruises.

Students have many opportunities during these trips to use technological, mathematical, and scientific skills and knowledge they have acquired. They become involved with students from other states and countries. They manage their own money, calculate tips, share living quarters, meet time schedules, and learn many social skills. They are taught self-sufficiency, responsibility, healthy competitiveness, and a respect for one another as individuals.

In accordance with KERA, the Honors Program has given students an opportunity to exercise and experience many classroom-taught concepts in real-life situations. For example, during an Honors Trip to the Museum Center in Cincinnati, a German choir was performing that evening. One of the German choir members trying to make a purchase in the gift shop was experiencing great difficulty with the language barrier. One of our honors students who had taken Introduction to German was able to assist him.

**The trip must be an educational program and not for reward purposes.*

Chapter 2 Program Information

District **Jefferson County**

District Contact Person

Name George A. Carson, Jr. Director, Chapters 1 & 2

Address 3670 Wheeler Avenue, Louisville, Kentucky 40215

Telephone Number 502/473-3006

Other Persons Responsible for Program Stephanie L. Palaisa, Coordinator, Chapters 1 & 2

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ■ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ■ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 3,500

Additional Funding ■ Local district *In-Kind* ■ Business *In-Kind* ■ Other (specify) *Chapter 1 & City/ County Government*

INNOVATIVE SCHOOLWIDE PROGRAMS

Jefferson County Schools

A Migrant Education Project for approximately 100 migrant children residing in the Americana Apartments in Louisville was implemented during the summer of 1993. This project was a collaborative effort involving Chapter 1 Migrant Education, Chapter 2, Extended School Services, Adult Education, ESL, Gheens Foundation, Americana Apartments and the City of Louisville. Chapter 2 funds provided supplemental support through the purchase of instructional materials and the funding of a tutor position.

Children were provided the following services on-site: ESL classes daily - mornings; Language Arts/Math classes daily - afternoons - 1/2 day Monday - Friday; Computer instruction - afternoons - 4 days per week; Chapter 2 Language development activities - afternoons - 2 days per week; counseling, especially teenage residents; swimming/physical education activities; and field trips. Parenting sessions were conducted each week for families.

The Chapter 2 funded tutor served 18 students Tuesdays and Thursdays for four weeks, mid-July through mid-August. A certified teacher worked with the children Tuesday and Thursday afternoons developing language skills via literature and exploratory activities. The teacher collaborated with other teachers and worked with children individually and in small groups. Thematic units were developed and implemented, such as a fossil unit using resources at the Falls of the Ohio Fossil Beds and the Museum of History and Science.

Each component of the Migrant Education Project was based on KERA's student goals and learner outcomes. All staff stressed communication skills with the students and numerous opportunities were provided for exploration and problem solving.

Chapter 2 Program Information

District **Lincoln County**

District Contact Person

Name Jenny Jacobs

Address Box 265, Stanford, Kentucky 40484

Telephone Number 606/365-2124

Other Persons Responsible for Program Christine Killen

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ☐ Innovative Schoolwide Programs including Effective Schools
- ■ Educational Programs & School Climate *Early Childhood*
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ■ Preschool ☐ Primary
- ☐ Grades 4 - 5 ☐ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ■ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ■ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ☐ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 8,901

Additional Funding ■ Local district ☐ Business ■ Other (specify) *Head Start*

ENHANCING EDUCATIONAL PROGRAMS AND SCHOOL CLIMATE:
EARLY CHILDHOOD

Lincoln County Schools

The Mobile Education Unit is a unique program which began in 1988. A renovated school bus serves as an early childhood classroom on wheels. Each unit is staffed by a Mobile Educator who also drives the bus. Chapter 2 funds the salary of one Mobile Educator plus travel expenses.

The Mobile Educator provides follow-up with a focus on language and/or developmentally delayed students. Students requiring services are identified by DIAL-R screening when registering for kindergarten. The Mobile Educator is assigned 15 students and makes at least one home visit per week per student to visit both student and parent. The Mobile Educator provides the link between the home and the school and assists parents in learning how to teach their child basic concepts and to develop self-esteem.

Each mobile unit is set up in learning centers and also has a parent corner which provides parent information or a place to do volunteer work. Parents are encouraged, but not required, to actively participate in their child's work sessions. The Mobile Educator is viewed as an important instructional asset. Rather than concentrating on duties apart from interaction with students, it is important that the Mobile Educator be included as part of the instructional team.

This program supports KERA initiatives as the educational program is designed to meet each child's individual needs. It also aims to meet the needs of the community and its ethnic and cultural characteristics. Every child receives a variety of learning experiences to foster intellectual, social, and emotional growth. Children participate in indoor and outdoor play and are introduced to the concepts of words and numbers. They are encouraged to express their feelings and to develop self-confidence and the ability to get along with others.

Chapter 2 Program Information

District **McLean County**

District Contact Person

Name Galena Fulkerson

Address 283 Main Street, Calhoun, Kentucky 42327

Telephone Number 502/273-5257

Other Persons Responsible for Program

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ☐ Innovative Schoolwide Programs including Effective Schools
- ■ Educational Programs & School Climate *Gifted and Talented*
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ☐ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 700

Additional Funding ☐ Local district ☐ Business ■ Other (specify)

Students pay an entry fee

ENHANCING EDUCATIONAL PROGRAMS AND SCHOOL CLIMATE:
GIFTED AND TALENTED

McLean County

A Saturday enrichment program provided enrichment activities for young people within our district. Saturday classes were geared toward high interest, higher order thinking skills. Course topics included: A Child's Approach to French, Can I Be a Magician? - Magic in Science, Storytelling, Kite Making, Kid's Stuff: Super Snacks, Keyboarding, Numismatics/Philatelists, South of the Border, Talk with Your Hands, Trash "R" Us, West African Highlife, Chemistry and Everyday Things, Math for Enjoyment and Wise Buying, Gross Anatomy, Watercolor Painting, Basketweaving, Write a Play, and Bach to Rock. Teacher stipends for teachers working in the Saturday enrichment program were paid with Chapter 2 funds.

This program supported KERA initiatives by giving students an opportunity to use communication skills necessary to function in a complex and changing world. It provided basic communication and mathematics skills for purposes and situations they will encounter throughout their lives. Students were provided an opportunity to become responsible, self-sufficient individuals. It also helped them to think about solving problems and to connect and integrate experiences with the new knowledge gained from the enrichment program.

Chapter 2 Program Information

District **Oldham County**

District Contact Person

Name Charleen M. McAuliffe, Ed.D.

Address P.O. Box 218, Buckner, Kentucky 40010

Telephone Number 502/222-8880

Other Persons Responsible for Program Susan Hack

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ■ Enhancing Personal Excellence *Other - Math*
- ☐ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ☐ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ☐ 100 - 499 ■ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ☐ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 500

Additional Funding ■ Local district ■ Business ☐ Other (specify)

ENHANCING PERSONAL EXCELLENCE:
OTHER - MATH

Oldham County Schools

A program to integrate analytical and higher order thinking skills into the math curriculum through the use of Chapter 2 - purchased graphing calculators was begun in FY 1990 with only two teachers using them with their spiral students and has continued through FY 1994. The program was so successful that it was expanded each year until all math teachers, a special education teacher, and a science teacher were trained and the use of graphing calculators is now incorporated in many different courses. All students now have a chance to use this technology to enhance the development of mathematical concepts by providing students greater insight into the analysis of functions, not only the traditional functions, but others which, due to their complexity, have been out of reach to high school math students without technology. Students use the graphing calculators to communicate and reason mathematically; to conjecture, invent, and problem solve; and to connect mathematics, its ideas and its applications, to other disciplines.

The curriculum standards published by the National Council of Teachers of Mathematics emphasizes an increased use of technology in teaching math and specifically cites graphing calculators as a valuable tool. This project supports KERA initiatives by emphasizing the use of technology and by assisting students in applying core concepts and principles from mathematics to situations they will encounter throughout their lives. These calculators are especially beneficial to visual learners who often struggle with the symbolic nature of math. The graphing calculators allow teachers to teach concepts of probability and statistics rather than just the rudiments of computation and repetition.

Chapter 2 Program Information

District **Pendleton County**

District Contact Person

Name Linda H. Tackett

Address Route 5, Box 225, Falmouth, Kentucky 41040

Telephone Number 606/654-6911

Other Persons Responsible for Program David Tackett

Targeted Area

- ■ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ☐ Innovative Schoolwide Programs including Effective Schools
- ☐ Educational Programs & School Climate
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ☐ Primary
- ☐ Grades 4 - 5 ■ Grades 6 - 8 ☐ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ■ 100 - 499 ☐ 500 - 1000
- ☐ More than 1000

KERA Initiative(s) Addressed

- ■ Extended School Services ☐ Primary School
- ☐ Preschool Programs ☐ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 9,080

Additional Funding ■ Local district ☐ Business ☐ Other (specify)

HIGH COST STUDENTS

Pendleton County Schools

Pendleton County Middle School's Project "Time Out" is a program that provides intervention strategies designed to keep the student in school and to prevent or minimize non-productive social behavior for students in grades 7-8. The purpose is to provide training that will improve their self-image, decrease truancy, decrease the strength of peer pressure, decrease the number of middle school drop-outs, and increase academic achievement. An ongoing project, in FY 1993 instructional materials and the salary of an instructional aide were funded with Chapter 2 funds. A computer, printer, software, and TV/VCR for the "Time Out" program were purchased previously with FY 1992 Chapter 2 funds.

Students are assigned by the principal to this intervention room as an alternative to suspension. Other school intervention measures are expended before the assignment is made. A student may also be sent to "Time Out" for a period of time for behavioral disruption of the classroom or repeated failure to complete assignments.

A facilitator manages the room by providing the students with interdisciplinary tutoring on work that is assigned by teachers. The student is instructed in study, test-taking, and communication skills. Positive discipline methods are used to increase the students' self-esteem. Counseling by the school counselor is provided in independent sessions and group sessions. A positive session is used by the counselor as she eats lunch with the group. A student may also be assigned to attend sessions led by a clinical social worker for students experiencing serious interpersonal confrontations.

KERA Goals 3, 4, and 5 are addressed by this project. Students learn self-control and discipline, make decisions based on ethical values, increase their self-esteem and maintain a healthy lifestyle which contributes to their abilities to become self-sufficient individuals. Interpersonal outcomes combine with the individual outcomes to create a picture of well-rounded citizens with the tools to function in a changing society. Students develop their abilities to solve problems as they are provided materials and counseling to increase their decision-making skills and problem-solving skills as an alternative to angrily striking out at students and teachers.

Chapter 2 Program Information

District **Whitley County**

District Contact Person

Name Terry Skinner, Coordinator

Address 116 N. Fourth Street, Williamsburg, Kentucky 40769

Telephone Number 606/549-7000

Other Persons Responsible for Program

Targeted Area

- ☐ High Cost Students ☐ Acquiring Materials ☐ Staff Development
- ☐ Enhancing Personal Excellence
- ☐ Innovative Schoolwide Programs including Effective Schools
- ■ Educational Programs & School Climate *Technology Education*
- ☐ Staff Training to Identify Students At-Risk for Adult Illiteracy

Grade Level(s) Served

- ☐ Preschool ■ Primary
- ■ Grades 4 - 5 ■ Grades 6 - 8 ■ Grades 9 - 12

Number Students Served

- ☐ Fewer than 100 ☐ 100 - 499 ☐ 500 - 1000
- ■ More than 1000

KERA Initiative(s) Addressed

- ☐ Extended School Services ■ Primary School
- ☐ Preschool Programs ■ School-Based Decision Making
- ■ Technology ■ 7 Capacities and/or 6 Goals
- ☐ Family Resource and Youth Service Centers

Funding Level and Sources for this Program

Chapter 2 Budget for this Program $ 3,200 per school

Additional Funding ☐ Local district ☐ Business ☐ Other (specify)

EDUCATIONAL PROGRAMS AND SCHOOL CLIMATE:
TECHNOLOGY EDUCATION

Whitley County Schools

A TV News Program written, produced, filmed, and edited by students was designed to enhance communication skills, as well as technological skills. To produce periodic news programs for their school, students filmed various school activities and wrote their own scripts. They also wrote about their field trips and, using still video cameras, produced a video journal of their trips. (For example, after studying a unit on Appalachia, students filmed their visit to the Museum of Appalachia.) The TV News Program was broadcast to the classes by way of the school cable system. Students also used a camcorder to film programs to be presented at PTO/A meetings. Parental involvement was increased by allowing the student-produced videotapes to be sent home to parents unable to attend school functions. Chapter 2 funds supported this project through the purchase of camera video editing systems and instructional teaching supplies.

This project permits student instruction and use of technology that encourages life-long learning. The writing activities enhance the language arts program at each school. This project supports KERA by enhancing Technology Education at each school and by allowing students to develop communication skills necessary to function in a complex and changing civilization.

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Primary School
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Grades 4 - 5
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